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ABSTRACT

The goals of Project Assist in the Ocean View School District (California) are to socialize sixth through eighth grade recent immigrant and other limited English proficient students into the school mainstream and to aid them in passing eigth grade competency tests in basic skills of English reading, written composition, and mathematics. The program consists of two primary components, instruction and counseling, which are supported by two ancillary components, training and evaluation. The instructional component augments the basic bilingual instructional program of English as a Second Language instruction and Spanish literacy (primary language instruction) with transitional English reading and primary language instruction in the content areas and electives. The counseling component, with its bilingual crosscultural counselor, provides a means for intervention on behalf of the student with school instructional staff, administration, and parents. The training component, (for certified and classified staff) includes workshop and training models, and its main purpose is to promote acceptance of Project Assist among instructional staff. Finally, the evaluation component verifies project efforts, validates project results, and provides a research data base on the client population. Following the text, appendices, which make up 75% of the document, present instruments used in the project and information about project procedures. (KH)

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PROJECT ASSIST:

A COUNSELING, COMMUNICATION AND INSTRUCTION PROGRAM MANUAL

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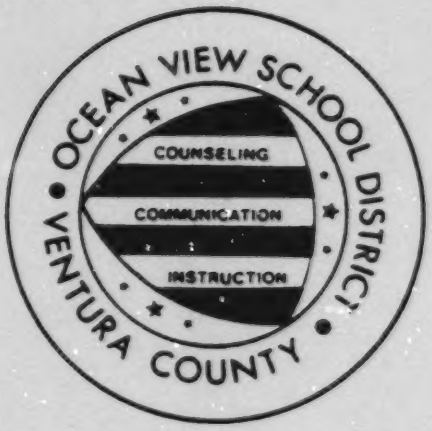

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OCEAN VIEW SCHOOL DISTRICT
TITLE VII DEMONSTRATION PROJECT

1981-1984

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AUGUST 1984

OCEAN VIEW
PROGRAM MANUAL

The contents of this Title VII Ocean View Program Manual were developed under a grant for the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

FOREWORD

This manual is written with the purpose of exchanging information, techniques and ideas that have proven effective in helping language minority students acquire English language proficiency. Our ideas and recommendations do not lead or guarantee perfect programs with perfect outcomes. This document does not claim to answer all questions regarding cognitive/affective development in bilingual contexts. This work, however, forms the beginning of recognizing various methods that have proven successful with our LEP students at Ocean View Junior High. This work affirms the importance of recognizing the cognitive and psychosocial needs of language minority students. We have successfully implemented theoretical recommendations by James Cummins, *et al.*, and have verified the importance of primary language development to maximize secondary language acquisition.

We challenge and invite other educators to practice and alter the ideas presented here, as well as to expand educational programs to meet the needs of all language miniority students.

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PROGRAM DESCRIPTION

Project Assist, an ESEA Title VII Bilingual Demonstration Program at Ocean View Junior High School, integrates newly immigrated teenage students into the academic and cultural mainstream of the school and community as they gain proficiency in English language, basic skills and content areas. The project is based on a new conception of the role of the bilingual cross-cultural counselor as the center of a complete student support system. The counselor meets each student at initial school entry and makes an academic placement based on the student's language differences, abilities, prior achievement and current personal, academic, and social needs. The counselor maintains contact with the student and is visible and available for daily interactions, thereby facilitating and monitoring the student's academic and personal progress.

Upon enrollment, all students indicating a home language other than English are automatically routed to the bilingual cross-cultural counselor's office. The counselor completes a language and academic assessment, develops an academic and personal profile of each student from which an individualized school program is constructed. The academic options include English as a Second Language, Spanish reading, transitional English reading, bilingually supported history, science and mathematics classes and elective subjects such as shop and agriculture. In these classes, limited English proficient (LEP) students receive regular classroom instruction enhanced by bilingual instructional aides and small tutorial groupings. Some of the instructional techniques used include on-grade classroom materials written in their native language, use of the preview/review method, and native language group and individual projects.

The bilingual counselor uses a variety of counseling strategies to support students in their academic and personal development - academic support and follow-up, post-placement monitoring, personal counseling and home liaison.

The counseling support provided to students emphasizes the "whole child" approach. Counseling activities are developmental and reinforce the child's self-concept within the student's cognitive style and culture. Personal counseling facilitates school/home communication, a particular important factor in the adjustment of early adolescents.

The counseling emphasis is reflected in the physical organization of the program. The cross-cultural counseling office is centrally located for ready interaction between the counselor and target students. The facility includes an informal drop-in center where students gather for structured and unstructured interactions and group sessions.

Counseling strategies are brought into focus by the bilingual cross-cultural counselor in regular professional staff conferences with teachers, administrators, school counselors and school psychologists. The conferences aid understanding of individual students and help shape the school environment and the bilingual program for students. Program support efforts by the counselor include collection and development of classroom materials, staff training in bilingual/bicultural methods and materials, promotion of parent/school communications, and program monitoring and review with staff and administrators.

THE BILINGUAL CROSS-CULTURAL COUNSELOR

REQUIREMENTS AND APPROACH

The bilingual cross-cultural counselor has numerous roles and multiple functions in *Project Assist*. The informational, educational and skill requirements are correspondingly diverse. Self-awareness is critical since the counselor serves as a model and continually demonstrates the importance of self-improvement and self-awareness to the students. Academic and clinical counseling skills are required to deal effectively with students and parents, teachers and administrators in both group and individual situations. Personal integrity, warmth and flexibility are essential.

Knowledge and skills in bilingual education theory and methodology are needed to support actions and recommendations. The counselor must have a thorough knowledge of the applicable subculture and the points of critical difference from the dominant culture. Details related to family life, child rearing practices, values and mores related to personal conduct, social contact and school related values are essential items of knowledge.

Professional development and information exchange is essential for the counselor in this program. Professional development or on-the-job training topics should include:

- The organization, structure and procedures at the school and district
- the content and organization of the articulated district curriculum across all subjects and grades
- currently accepted methodologies in both ESL and other academic courses or subjects
- community demographics and characteristics
- the school and how it is viewed by the community
- the school and LEP children - how were linguistic needs previously met

During the past several years *Project Assist* has used a variety of on-the-job training techniques to provide the bilingual cross-cultural counselor with the knowledge, skills and professional renewal necessary to function effectively in a complex role. Regular review of journals and books, and attendance at lectures, workshops and conferences as well as informal exchanges with colleagues in the local district and in other districts, have been used. The emphasis is on outcomes rather than on process and particular attention is paid to "recent immigrant" related topics.

The bilingual cross-cultural counseling approach used in *Project Assist* was developed from multiple analytical and research studies concerned with counseling and the bilingual child. The bibliography in Appendix F lists many of these sources. Fundamental to the approach is the role of a counselor as a personal and actively involved one in contrast to traditional school counseling, in which impersonal interaction characterized by class scheduling and discipline problems are the focus.

An effective counseling program works from within what already exists. Institutions have their own characteristics, cultural style and dynamics. An effective personal counseling program takes into account the style and context of the school and achieves recognized status within the institution. The achieving counselor in such a program is seen by students, teachers, administrators and community agencies as a trusted and expert resource.

The *Project Assist* counselor is constantly blending, altering, challenging and designing new ways for people to teach and learn together. The counselor thus operates on many cognitive levels, considering individual learning styles and the different learning modes of individuals and institutions. The inherent variations among individuals and en-

vironment call for frequent use of alternative, non-traditional counseling techniques.

Immediate rather than delayed action is stressed in this approach. A lot of counseling can be done informally, outside of an office. The counselor interacts with students on their "own ground," establishing a reaching out and two-way communication pattern.

Group counseling sessions use actions such as role-playing to deal with issues. Methods and approaches emphasizing hands-on activities are used frequently. Counseling sessions are carefully planned and only one issue or topic is discussed, avoiding extraneous matters and distractions. Lengthy conferences and interviews are avoided; overt activity involving students serves for presentation of ideas and discussion of problems or issues.

Active involvement with students provides a wealth of knowledge about each child's interests and needs. Students interests can be identified informally while assessment or identification of a student's cognitive skills is done with formal, normed measures.

The counselor must understand the role and nature of groups, subgroups and leaders in each student's environment, including social/peer relationships in the school, classroom and community. The counselor visits classrooms, the library, and other student centers and becomes familiar with the school social and peer scene, gathering valuable information.

An awareness of differences in way of life, way of thinking, value orientation, social structure and family dynamics is required for good counseling. The counselor must understand developmental stages, health and biological stages.

The counselor takes the initiative in counselor/student relationships, maintaining constant accessibility and active, continued involvement with the students. Ground rules for the relationship are set by the counslor. The student knows what to expect in terms of role, purpose, time limits, role limits, and procedural limits. The student also knows his or her right to privacy is always respected by the counselor.

Rapport with the student is initiated and established by the counselor demonstrating and verbalizing empathy. A genuine interest in the student is critical. Attentiveness demonstrates maximum involvement in the student's communication. Active listening and observing are necessary. The counselor must continually work to understand the student's needs, concerns and feelings. These activities show the counselor's acceptance and respect for the individual as a person of worth. A "formula" describing the above can be summarized in the following way:

INVOLVEMENT $\rightarrow$ *FAMILLARITY* $\rightarrow$ *SHARING* $\rightarrow$ *KNOWLEDGE* $\rightarrow$ *ASSISTANCE.*

(Adapted from a model by Bernal and Montez.)

The counselor does not categorize or label students. Limited English Proficient students may have many characteristics in common but there is immense diversity in the group. The counselor provides encouragement and assurance to build the individual's ego strength - giving positive, honest feedback to the student about attitudes, assets, changed behaviors, etc. Confrontations are avoided. The counselor's role is a supportive one.

Student self-exploration is reinforced. For example, the counselor encourages students to consider various careers realistically. He or she does not encourage mediocrity by suggesting that the nearby community college is as good as the University or that the student will not be able to attain such goals as advanced private schooling or a professional career. These decisions are left up to the student.

The counselor must understand and confront many different personal and philosophical orientations. The counselor's personal views and needs which might influence or interfere with the counseling relationship must not enter into the counseling process. The counselor never manipulates a student to support a particular counseling theory, political view, or personal bias; facilitation of student growth is the only goal.

Communication between school and home is essential. The student's parents and family must be involved in the communication process; positive aspects of counseling must be emphasized by counselor. The genuine and often warranted reluctance of families towards interactions with community agencies must be recognized as the counselor helps families gain a sense of trust and cooperation as a first step in building positive relationships with school personnel.

The counselor strives to understand the social psychology of the recent immigrant population by becoming familiar with the socioeconomic characteristics, history and contribution this specific group made to the development of the United States. Social and attitudinal characteristics, educational and linguistic needs, sexual and religious values and mores, the effects of prejudice on this population group are issues that must be understood and studied. Cultural practices such as dietary customs, religious views and the extent to which English is spoken in the home are variables which greatly affect a student's life, performance at school and his or her education. Culture-based attitudes towards teachers as authority figures also have an impact on the counselor-student and counselor-parent relationship. The counselor must respect and preserve cultural heritage and language while helping students and families to adjust to the trauma of relocation. The racism and isolation that the student experiences in the new school can create identity problems. The counselor must be sensitive to many such complex problems.

Non-verbal cues (counselor's and counselee's) must be continually examined by counselor. The range of non-verbal communication is immense; body language accounting for 85 percent of the communication that occurs between individuals. An effective counselor must also be sensitive to the possible misinterpretation of non-verbal behavior by minority or non-traditional population members. The expectations and assumptions appropriately applied to majority-culture students are frequently inappropriate for dealing with recent immigrant, LEP and bilingual students.

Self referral cannot be expected or assumed from recent immigrant, LEP or bilingual students. Self referral is based on a need to succeed in a safe and trusting environment where counseling is perceived as a facilitating function. *Project Assist* students do not generally share such values or perceptions of society and environment. Many see themselves as victimized by economic and social policies promulgated by the majority. The generation gap is often exacerbated by differential degrees of acculturation among members of a family where role changes are differentially dealt with or understood.

In sum, the counseling approach of *Project Assist* is dynamic, individualized, outgoing, nonjudgmental and culture sensitive. The counselor works to ease the pain of adjustment to a new environment while facilitating learning, communication, and positive self concepts and cultural awareness in the students.

STUDENT INTERACTIONS

When a new, recent arrival, or migrant LEP student arrives at Ocean View School, a bilingual counselor establishes communication with the student's family, meets the new student and escorts him/her from the school office to the Cross-cultural Center for intake and placement. The counselor interacts with the student, explaining role, availability and the purpose of the Center. The emphasis is on lessening anxiety of the first day at school and reassuring the student that there is someone available with whom communication is possible throughout the day.

The intake interview involves three phases: identification, assessment and placement.

In the identification phase:

- the student meets the counselor
- the counselor explains his/her role to the student
- the counselor "chats" informally with the student to lessen anxiety and stress
- the counselor reviews pertinent enrollment data completed by parents: Home Language Survey, biographical information, etc.
- the counselor discusses and confirms biographical information with the student

In the assessment phase:

- the counselor clarifies the purpose of questions asked of the student: to facilitate scheduling and to get to know the student better
- the counselor informally obtains pertinent information from the student regarding previous school experiences, primary language development, etc. (See Appendix A for Placement Interview Form.)
- the counselor explains the school routine, expectations, departmentalization, lunch, bus, lockers, etc. and answers any questions the student may have
- the counselor introduces the language and math assessments to the student, explains their purpose and clarifies the "no grade" nature of the assessment
- the student is given an appropriate language test. The LAS II Spanish test is usually given first and an English test may follow depending on the student's English language fluency
- A reading placement test may also be given depending on English reading fluency
- the student is given the mathematics placement test
- the counselor observes the student closely and may recommend further testing to assure proper placement
- the counselor reviews and evaluates assessment data
- the counselor and the student discuss classes, schedule, and electives
- class schedule recommendations are made to the school clerk

In the placement phase:

- the counselor introduces a "buddy/companion" to the new student: this buddy will take the student to all classes, help complete paperwork required of the new student and help orient the student to the new school
- the student begins the new day
- the counselor contacts teachers the following day to confirm appropriate class placement: language test scores and other pertinent information is provided

The three phase intake process for *Project Assist* has had good results. Eighty to ninety percent of new students are successfully placed and scheduled. Before the current procedures were initated, many students were scheduled and rescheduled into classes two or three times per month before an adequate schedule was developed. Using the present system, entering LEP students and recent immigrants are now given initial academic programs that best suit their linguistic and academic needs.

The counselor is available each day to provide assistance to individual students and to work with groups of English speaking and LEP students in the Cross-cultural Center. About 35 percent of the bilingual counselor's time is spent at the center in formal and informal counseling sessions and other activities. The Center is open to all students before and after school. Drop-in counseling is also available to students during morning snack break and at the lunch hour. The Center provides a non-threatening environment which LEP students quickly recognize as a home base. It provides a facility in which a student can participate in:

- individual and group counseling
- parent conferences
- teacher conferences
- instructional aide conferences
- individual and group projects
- club/orgnization meetings
- socialization
- informal discussions
- presentations by the high school counselor
- assessment of skills
- tutoring
- teacher referral
- cross-cultural studies
- educational games and activities

The counseling center environment is significant and extremely important. The center provides a comfortable, visually pleasing environment for all students. Silent cues are an important environmental factor, giving symbolic, non-verbal messages to students such as: counselor is interested and knowledgeable of student interests, activities, music, etc.; all students are treated equally, respected and welcomed; all students utilize counseling services. These cues may be presented through pictures, student projects, posters and signs. The above is an important factor contributing immensely to student participation in counseling services. More important, is the fact that the Center demonstrates student approval thereby giving counseling services legitimacy and status amongst the student population.

The mini-course series, "Me and My Self-Concept" was developed for use in the Cross-cultural Center. Part 1 of the series, "Self-Awareness," focuses on self-awareness and consists of twelve sessions (two a week for six weeks) for a group of four to eight students. In these sessions the group members verbalize self exploration and engage in specific

activities to facilitate self-awareness and encourage a healthy self-image. Part 2, "Health Awareness," focuses on the importance of personal health and general hygiene, in seven sessions (once a week for seven weeks). The sessions were developed for a group consisting of ten to fifteen girls. Part 3, "Cultural Adjustment," consists of affective activities which facilitate awareness of the expectations the recent immigrant encounters in a new environment (i.e., junior high school and Anglo-Saxon urban culture). Group size is six to eight students and the group meets daily for one hour sessions for two weeks. Four additional hours of counseling are also provided to the group. (For further details see Appendix B.)

The bilingual counselor frequently interacts with students on the Quad, an area located in the center of the school grounds where students tend to congregate during their free time. The counselor is visible and accessible on the Quad, providing a non-threatening opportunity for students to talk with an adult. Informal counseling occurs here in conversations with students. Quad visibility indicates to students that the counselor is available outside of the Counseling Center as well as providing teachers and staff access to the counselor outside of the formal school office. About ten percent of the bilingual counselor's time is spent on the Quad before and after school, during lunch hours, at nutrition time, and during special events.

It is extremely important for the counselor to maintain visibility and accessibility outside of the formal indoor setting of the office. The counselor must be seen meeting students and reaching out to students in public. Interacting with students on their own ground establishes two-way communication and demonstrates counselor interest in students as people.

Involvement with students is the key to the *Project Assist* counseling approach. Outside activities are essential in this approach. Much informal and subtle counseling can be accomplished in this non-threatening, casual manner. Outside activities of various kinds take approximately 18 percent of the counselor's work time.

The counselor also spends time in the cafeteria/snack area daily, eating lunch with LEP students, most of whom use the cafeteria.

The lunch hour cafeteria setting provides an excellent opportunity for counselor-student interaction because it:

- provides a non-threatening environment for students
- provides an opportunity for students to exchange information with the counselor in an informal manner
- allows students to discuss personal concerns
- personalizes the interaction between counselor and students
- allows students to interact with the counselor in a culturally appropriate and comfortable setting
- allows for discussions in natural peer groups
- provides an avenue to involve all students in discussions by allowing the counselor to invite students to take part in the discussion
- provides the counselor with an opportunity to reach out to students who are left out by peers, exclude themselves from the group, or who lack social skills, etc.
- allows the counselor to select and involve specific students in conversations
- allows peer counseling to occur naturally
- allows students to solve and discuss problems cooperatively

- allows students to verbalize feelings and emotions in a neutral setting
- allows the student to see the counselor role/purpose from a different perspective
- allows integration of students to occur by fostering interaction between different groups

The school library also serves as a site for student-counselor interactions involving instruction, research activities, group testing and meetings with high school counselors. The counselor uses the library to present information on competency exams, career information, summer school, etc. to groups of students. Speakers are often scheduled in the library.

Using the library for testing allows large groups of students to work in a quiet and comfortable environment. The exposure helps students to see the library resources as tools and the library as a quiet and comfortable place to study and not a place to be feared. The counselor makes every attempt to model the importance of seeking out information in all areas (school, personal, academic) using information and resources found in the library. About three percent of the counselor's work time is spent with students in the library.

STAFF INTERACTIONS

The bilingual counselor is in constant contact with teachers, administrators, aides, other counselors and the school office staff. Open lines of communication between counselor and staff are vital to *Project Assist*. Availability and visibility demonstrates the counselor's willingness to communicate and work with others. Follow-up is the key to maintaining open lines of communication and to effective relationships with staff. Staff expects action and follow-up is action.

The counselor provides the teaching staff with recommendations on strategies and resources for working with LEP students and assists the teachers with assessment of student needs. Recommendations may include background information on particular students or professional opinions on student placement, capacities or achievement. The bilingual counselor also provides staff with information on the *Project Assist* program and counseling activities. The counselor's role includes serving as a conduit between staff as to student classroom performance and as a liaison with parents and the community.

The counselor assists the principal and vice-principal with:

- professional input regarding a child
- recommendations for scheduling LEP students
- liaison with parents
- necessary translation
- recommended strategies to promote cross-cultural awareness by staff
- participation in parent conferences regarding individual education programs, discipline issues or emergency situations
- input regarding program
- input on needs of LEP children
- assistance in crisis intervention with students

- information on program progress, changes, needs
- liaison with aides
- Guidance Council referrals
- plans for special program activities (speakers, panel discussions)
- assistance with graduation activities
- support and assistance in planning school-wide events
- assistance in supervising aides
- participation in weekly planning meetings with counselors

Five instructional aides are assigned to work with junior high school students at Ocean View School. Their primary role is to assist and support the classroom teacher in meeting the instructional needs of the bilingual child. The counselor's role with the instructional aide is to support the aide's work in the classroom and to serve as a liaison between the instructional aide and administration. The counelor assists the principal (who supervises and evaluates the aides) in evaluating and overseeing aide activities.

The bilingual counelor and aide work together with the teacher, child and parents. They jointly attempt to meet children's specific health, personal and social needs making home visits when needed. The counselor helps resolve specific classroom problems in the teacher/aide relationship, as well as assisting in developing individualized educational programs. Strategies to deal with a student's affective/emotional needs are discussed, while the counselor serves as a resource person in answering questions, and providing alternatives to problem-solving and referring to other community agencies.

Other direct counselor contacts with aides include training in assessment of oral language skills (English/Spanish LAS II, reading, writing): coordinating testing of LEP students with instructional aides; assisting in placement of aides in classrooms; and assisting classroom teachers and the principal in formal evaluation of the aide.

The bilingual counselor meets with the district counselor, the principal, and vice principal each week. The purpose of the meeting is to plan, update, and review student activities. The bilingual counselor also meets with other counselors to discuss individual cases, exchange information, and to work together with specific student groups. These meetings take place as needed and are arranged informally. All counselors combine efforts in planning fifth grade orientation responsibilities, IALAC (I am Lovable and Capable) activities, career awareness, and graduation. The counselors make classroom visits together and work cooperatively as members of the Guidance Council child study team.

The bilingual cross-cultural counselor has a working relationship with the high school counselor assigned to bilingual students at feeder school. This working relationship provides a number of benefits to students. It:

- facilitates academic placement of LEP students at the high school
- promotes continuity in appropriate academic English class placement of student
- facilitates transitioning of students on entry to high school
- allows the bilingual cross-cultural counselor to have input into student's school life at high school
- allows for the periodic monitoring of the LEP child after junior high school graduation

- establishes a support or contact person for entering ninth graders
- establishes a link with the high school that provides other pertinent information related to high school activities

The bilingual cross-cultural counselor communicates with the high school counselor primarily via telephone. The high school counselor visits the junior high school to meet with the students and explain the high school program. The two counselors meet with each LEP student and collectively make appropriate first year high school class selections. The special needs a student may have are noted and arrangements are made for students requiring placement in specific classes such as Reading Lab, Special Education, etc.

Professional information exchanges occur frequently between the two counselors related to specific situations or students at the junior or senior high school. Teachers at the junior high school also provide input or background about a former student to the high school counselor.

Articulation with the high school has yielded many positive results for students and for the high school staff. Articulation provides the student with continuity in academic placement, appropriate English level placement, greater accuracy in placement, an established linkage with high school staff, and the reinforcement of education as a priority matter for the student. Articulation provides the high school staff with more accurate student scheduling, expedites academic placement of students, the identification of students with special needs,and provides greater knowledge of needs of incoming students, facilitating better academic acquisition for students and more relevant teaching by teachers.

The bilingual counselor visits the receiving high school and meets with former Ocean View students to monitor progress. The bilingual counselor organizes activities involving students from both schools and attends the evening high school orientation session provided to incoming ninth graders and their parents.

The counselor spends about 22 percent of his or her work time at the school office. Office-related tasks include:

- checking student attendance records and files
- researching student records
- making parent phone and personal contacts
- contacting agencies in the community
- conducting teacher/parent/counselor conferences
- consulting with teachers
- academic scheduling

The school office contains the offices of the principal, vice principal and district counselors. Parent conferences involving these staff members are usually held in these offices. Conferences in the principal's or vice principal's office usually involve discipline, crisis or emergency situations, or referrals. The counselor often consults with teachers, administrators, nurse and office staff in the main office. The consultations range from arranging schedule changes with office staff to crisis/emergency intervention involving police and social agencies. The counselor must often undertake the role as interpreter/translator as well.

Another role the counselor fills in interacting with staff is that of a member of the School Guidance Council. The Guidance Council is a case study team comprised of the principal, assistant principal, referring teacher, psychologist, bilingual cross-cultural counselor and other school counselors. Other specialists and individuals are involved on an as-needed basis. The school principal is the council coordinator, receiving all referrals, scheduling discussions about specific students, and serving as the liaison between all the personnel involved in a specific case.

The Guidance Council meets once a week for approximately one half hour before classes begin. On the average, three or four special education or special service cases are discussed each week. Special service cases could include retention referrals, promotion referals, recommendations to alternative school programs such as the Individualized Guidance Program or the self-contained classroom for sixth graders.

The bilingual counselor's role in the Guidance Council is to provide pertinent information about specific cases, make recommendations for remediation and assessment as well as to provide expertise in areas of affective needs for students (particularly LEP students). The counselor is part of the decision-making team and has a primary focus of child "advocacy," sensitizing other council members to the specific needs of LEP students. Working closely with teachers in coordinating resources to follow up on action taken by the Guidance Council is another role of the bilingual counselor.

As a member of the Guidance Council, the bilingual counselor helps assure that:

- LEP student needs are expertly presented, giving LEP students the best individual attention possible,
- student linguistic needs are not mislabeled or misinterpreted as special education needs,
- teachers have access to bilingual specialists
- all children's needs are consistently evaluated,
- students who may need special services are identified so the counselor can follow up and coordinate resources,
- staff is sensitized to specific LEP student linguistic, emotional and cultural needs,
- cooperative efforts to provide for a student's educational needs occur,
- a working relationship between counselor and teachers is established.

Appendix D contains detailed organizational information and forms for Guidance Council use.

PARENT INTERACTIONS

The bilingual counselor interacts with parents in both home and school settings. The purpose of a home visit varies. A visit may be made to introduce the counseling services and explain their availability to the family. The visit may also be made to learn about the familial setting - the situation and environment in which the student lives. The latter visit might be prompted by student school behavior or information acquired by the counselor from direct or indirect sources.

Home visits account for approximately ten percent of the counselor's work time. The counselor generally makes the visit alone. On occasion, the vice principal may accompany the counselor if administrative concerns such as attendance or possible suspension are involved. Before any visit, the counselor contacts the parents and makes the arrangements so that the parent is expecting the counselor. The counselor introduces and identifies her/himself at the beginning of the conversation. The purpose of the visit is then clearly and simply explained. The counselor's role is explained often in the meeting so that the parents understand why the counselor is there. The result of the home visit are documented on the Title VII Home Contact Form. (See Appendix C for sample form.)

Home visits have proven worthwhile in providing useful information to the counselor and the school. The effects on the child and the parent(s) are generally positive. The family generally sees visits as helpful (even those which can be considered of a "negative" or disciplinary nature) and if parent intervention is required it occurs frequently and effectively. Home visits demonstrate the school's genuine concern for the student to both parent and child.

Ocean View School recognizes the importance of communicating with non-English speaking parents and makes every effort to meet these linguistic needs. One effort includes all school notices mailed to parents are written in English and Spanish.

At school, the Parent Advisory Committee meets monthly to discuss educational and school specific issues. Parents attending these meetings are primarily Mexican migrant farm workers and are predominantly Spanish speaking. All members of the committee remain members for as long as they reside in the district. Each member is entitled to one vote and may cast that vote on each matter submitted to a vote of the Advisory Committee. The meetings include a planned agenda and are conducted bilingually. Babysitting is provided.

To insure appropriate representation in the Advisory Committee, an election is held annually. All parents of students participating in the program are notified of the election and have an opportunity to vote. The Executive Board of the committee is elected annually and serves for one entire year and until successors have been legally elected. Bilingual notices of meetings and elections are mailed and also sent home with the students.

To insure that the Parent Advisory Committee (PAC) is involved with the planning, implementation and evaluation of the *Project Assist* program, the following participation activities are conducted:

- Parents are trained in reading and understanding program components and budget. Each parent receives a copy of the program description to question and discuss.
- Parents learn to assist teachers in the classroom as parent volunteers.
- Parents learn to create goals for program improvement and to set priorities.
- Parents are presented with copies of the program's evaluation reports with opportunities for comments.

The bilingual cross-cultural counselor's role in the PAC involves attending all meetings, being available to assist parents with specific questions about the junior high school program, their child, teachers, grades, etc. Updates of junior high school events, policies and procedures each month are provided to parents. On occasion, the counselor and a bilingual teacher may coordinate a presentation for the PAC meeting. The counselor positively reinforces parent participation and involvement in the school and helps parents become aware of the availability of bilingual school staff, allowing them to feel more comfortable about contacting the school.

A comprehensive parent education program is also provided for parents at the school. Program activities are based on a needs assessment each year. Educational topics that are generally of major interest include: helping children at home, improving your child's self-concept, preventive dental and health care, improving communication with children, facts about child abuse, and information on immigration services. A vital part of the education program is an evening adult ESL class offered twice a week for parents interested in learning basic survival English and/or improving their literacy skills and knowledge.

THE INSTRUCTIONAL PROGRAM

RATIONALE AND OVERVIEW

The theoretical framework for the program is based on research reported by Cummins, Duncan and DeAvila, and Hernández and Hernández. (See Appendix F for references.) Cummins suggests that a child whose first language is not English must attain linguistic competence in both minority and majority languages in order to avoid cognitive disadvantages. A school bilingual program must involve literacy in both primary and second languages.

All factors affecting the child must be considered in planning instructional treatment for LEP students. Background factors such as socieoeconomic status, community attitudes towards the primary language, family attitudes toward school learning proficiency in the home language and previous exposure to English must be taken into account. Equally important are educational factors such as school philosophy, favored educational treatments, and teaching style.

Duncan and DeAvila note that the most important variable in determining academic achievement in language minority students is the child's oral language proficiency in both the first and second languages. Thus, the goal of a school bilingual program should be full bilingualism for students to maximize achievement.

Hernández and Hernández stress the importance of a positive self-concept in minority students. Low self-esteem is seen as a major cause of underachievement, high absenteeism, school dropout and difficulty in adjusting to the new linguistic and cultural environment of the school. Hernández and Hernández believe that educators must become aware of and accept their own ethnic, historical and cultural background as well as that of others. They suggest educators develop one-to-one personal cultural specific relationships with each student, be open to new communicative systems, and reinforce positive self-concepts within the student's cognitive style. Thus, poverty, lack of

understanding of school-related values, and home environments not conducive to school learning are factors that must also be considered when designing instructional and counseling support services. The miniority student (and those wishing to help such a student) must learn to function bilingually, biculturally, bicognitively, and biaffectively for maximum self-actualization.

The instructional program for recent immigrants and other LEP students developed at Ocean View Junior High School was designed to incorporate the research findings described above. This project follows a diagnostic prescriptive instructional model in which teaching activities are prescribed and implemented. The program functions within a departmentalized junior high school setting using materials and techniques most appropriate for meeting identified needs. After completion of the placement procedures, students are assigned to a class schedule which includes basic academic classes, electives and physical education. (See Appendices A and E.)

Every effort has been made to build on existing support among professional staff in implementing *Project Assist* at Ocean View Junior High School. Teachers are encouraged to enlist in the program but participation is voluntary. As teachers became aware of the program's impact on students and the ways that aides, counseling, and other project resources could be used to supplement courses and enhance student achievement, participation increased. This impact was a key element in the broad acceptance of the program among school personnel.

A bibliography of recent research used as the foundation for the instructional program and for the bilingual cross-cultural counseling approach in *Project Assist* is in Appendix F.

PROGRAM CLASSES

Target students, with the assistance of the bilingual cross-cultural counselor, select from among the various classes offered in the instructional program. A listing of class offerings and materials used is included in Appendix E. Bilingual components of the instructional program are described below.

Five components form the foundation of the program to develop English language proficiency in LEP students and to reclassify students as fluent English proficient: English as a Second Language, Spanish Oral Language, Spanish Reading, Transitional English Reading, and Spanish and English Writing. The district assesses each student annually. Students not meeting the criteria for reclassification within a two year period are placed on a "watch" list and given additional individualized attention to help them achieve. The criteria for reclassification to FEP status include: (1) FES score (level 5) on the Language Assessment Scales (LAS II - English); (2) a score at the 36 percentile or above on the total reading battery of the California Achievement Test (CAT), Level 14; (3) a passing score (10 errors or less in punctuation, capitalization, spelling, word usage and grammar combined) on the Composition section of the Ocean View Junior High School proficiency test; (4) a passing score (45 or above out of 50) on the Mathematics section of the Ocean View Junior High School proficiency test; (5) an Appraisal Team recommendation to reclassify developed from a subjective discussion of student progress and performance; and (6) parent notification.

The transitional English reading and language portions of *Project Assist* are critical to the success of the mainstreaming philosophy of the program. An Appraisal Team consisting of five professionals, including bilingual, reading and counseling specialists, oversees all testing and monitors the progress of each student. A detailed description of the processes, criteria and materials used is contained in Appendix E.

Understanding and oral production of English skills is taught on a daily basis using both structural and informal teaching techniques in ESL classes. English as a Second Language acquisition stresses the development of communicative competence by organizing activities around natural communication tasks. The focus is for LEP students to understand and use their second language appropriately and meaningfully. Concrete examples, modeling, and lexical items meaningful to the student are also used to assure second language input is comprehensible. Less emphasis is placed on specific structured language drills.

The ESL class consists of small group instruction of five to eight students. Three classroom groups are served by an ESL teacher and an aide. The beginning group uses natural language, total physical response and some audio-lingual drills. The intermediate level emphasizes oral language development tasks and beginning reading (word recognition and vocabulary development). The advanced group stresses oral language, reading at the third and fourth grade level, grammar and writing skills. This more advanced level of ESL emphasizes the forms of the English language, the cognitive language skills related to literacy, and provides the foundation for a successful transition to English literacy.

Each student's proficiency in his or her primary language is also assessed in *Project Assist*. Continued assistance in primary language instruction is given to students found to have deficient Spanish primary oral language skills. Spanish language skills development is available during approximately 40 percent of the school day. Instruction includes Spanish literacy skills in reading, writing and listening. Higher levels of cognitive functioning up to and including analysis is described in Bloom's taxonomy are emphasized during teacher directed activities. The course emphasis is on comprehension and basic concept development.

Students not ready to transition to an English reading program receive instruction in Spanish reading until an independent reading level of 3.5 grade equivalent is achieved. The methods of instruction used (small groups, individualized help, and reinforcement) mirror processes used in traditional English reading classes. The class uses high interest basal and supplemental reading materials that stress grammar, spelling, research and directed study skills.

Students meeting the criteria established for transition to English reading receive special instruction in a transitional English reading class. Minimum eligibility criteria are: (1) a fluent English speaker score (minimum score, Level 4) on the Language Assessment Scales (LAS II); (2) a minimum Spanish reading level of 3.5 grade equivalents on the reading series used in the Spanish reading course; (3) mastery of Level III on the IDEA Kit (used in the ESL program); (4) mastery of Level III on the Silvaroli Auditory Comprehension Exam; (5) teacher consensus with the English teacher, bilingual reading and/or bilingual specialist; and (6) parent notification. Limited English Proficient students beginning a successful transition to English reading are in the regular English curriculum and receive individualized assistance, as well as further support from the reading specialist and instructional aides.

Students are provided opportunities to develop writing skills in the same language as their reading instruction. In English or Spanish writing classes, students are encouraged to write legibly, produce capitalization and spelling in written work. The desired outcome is the student's ability to write a composition in English at an established proficiency level using the Ocean View Junior High School's Proficiency Exam in Written Composition.

In addition to the described bilingual components, the academic program for sixth, seventh and eighth grade LEP students includes a combination of the following courses: reading/English, mathematics, social studies, science research and development (G.A.T.E. class), agriculture, physical education, music/chorus, band, woodshop, home economics, art, and leadership. Descriptions of the content of these courses can be found in Appendix E.

Bilingually supported content courses such as science, history and mathematics rely heavily on bilingual aides. These aides are recruited specifically for their subject matter expertise and Spanish language proficiency. Language competence in the subject matter is particularly important because upper level courses utilize advanced technical concepts.

Bilingual students in these content courses are generally grouped with an instructional aide to facilitate communication. Depending upon the specific lesson, bilingual students come together with the aide for a preview of the lesson's content, or for a review at the end of the session. This flexible approach requires a very close working relationship between aide and teacher.

A science-oriented Gifted and Talented Education (GATE) class is offered to high achieving, sixth, seventh and eighth grade students able to handle complicated subjects and assignments. Selection for this Research and Development class is based on leadership ability, teacher recommendation, classroom grade and standardized achievement test performance. *Project Assist* routinely uses CTBS (Comprehensive Test of Basic Skills) Español test scores as a standardized achievement measure; LEP status is not a barrier to student admission into the course.

The course is structured around a variety of science fields requiring the integration of math, history, and English to the basic concepts of life, matter and energy. The content of the course is drawn from the areas of animals and plant life, growth and reproduction, the fundamentals of human anatomy and physiology, astronomy, geology, physics and chemistry. Many opportunities are provided for the student to answer questions or solve problems through investigation and laboratory experience.

Project Assist students also participate in a cross-age tutoring program. Targeted LEP students serve as tutors to LEP elementary students. Students enrolled in this semester class are assigned to bilingual elementary classes and are often supervised by a bilingual classroom teacher. For one classroom period a day, five days a week, students provide tutorial assistance to younger children, developing added English proficiency and enhancing their own self-esteem in the process. This course is an elective class offering and a regular part of the school program for which letter grades are assigned. Some students have the opportunity to become bilingual office workers. These students are given practice in office skills including filing, typing and other office procedures.

PROGRAM SUPPORT EFFORTS AND SERVICES

Both formal inservice training and individualized technical assistance are provided to teachers and aides in *Project Assist*. Formal training programs are constructed for each school year based on needs surveys taken among staff members. A typical year's program might include topics as:

- working with LEP students in content areas
- legislative updates
- visits to other middle school bilingual programs
- transitional English reading procedures
- management of student discipline
- publisher's presentations

Classroom observations are important aspects of staff development. This individualized technical assistance for aides includes a three part sequence in which the aide selects the first lesson to be observed, the teacher selects the second observation and the bilingual director selects the third. Observations may focus on subject matter issues or concentrate on the performance of particular students or groups with whom the aide is experiencing difficulty. The observations and follow-up are non-judgmental, emphasizing instead solutions to specific problems or enhancement of specific content and techniques.

Individualized technical assistance for teachers is student centered - focusing on the diagnosis of learning or behavioral problems experienced by students. This assistance is sometimes buttressed with demonstration lessons and suggested modifications in specific classroom management techniques.

MATERIAL SELECTION

Textbook selection is accomplished through dialogue among teachers and project management. A committee of techers representing all grades reviews the books available from the state textbook adoption list and selects those most appropriate to the district curriculum. The teachers and director jointly select these basal materials and set the grade placement of materials they wish to use.

Much of the material available for bilingual programs must be adapted to the needs of the students in *Project Assist*. The students vary widely in their formal educational experience: students at the same age and in the same grade may have substantial differences in instructional needs. A group of seventh grade students, for example, may need content and textbooks varying from second through tenth grade levels. Consequently, a substantial amount of *Project Assist's* efforts have been devoted to locating appropriate materials and adapting them to the interests and learning abilities of students.

In addition to adapting materials for ESL, transitional English and Spanish and reading classes, district staff have devoted considerable efforts to translate academic subject materials to Spanish. Project personnel have experienced great difficulty finding adequate Spanish language materials. This has required teachers to develop their own materials and/or directly translate available English texts. History is the only course using commercial Spanish Language editions.

PROGRAM MONITORING

There are three elements to the monitoring component of *Project Assist*. The first two, administrative and instructional, are managed directly by the project director. Administrative monitoring includes staff recruitment, budget, and compliance with federal and state regulations. Instructional monitoring includes all academic activities affecting the student: aide training and performance, teacher/aide coordination, and student assessment, prescription and academic follow-up. The third element, which includes initial student assessment and placement and the development of students' social and psychological well-being, is monitored by the bilingual cross-cultural counselor.

Instructional monitoring is a major activity of *Project Assist*. The departmentalized structure and academic orientation of the middle school place special requirements on aide skills, diagnosis of student needs and management of student ability groups. Weekly meetings with aides and regular classroom observations with feedback are used to assure the smooth functioning of the instructional team. Meetings with teachers are used to provide support and to troubleshoot concerns in working with students and aides.

From the outset, the director has worked closely with teachers to assure that ability groupings among LEP students, class size and program support meet the instructional requirements of the teachers. Periodic reviews with teachers and diagnostic teams assure continuous student progress and increasing acceptance of *Project Assist's* assertion that LEP students can be integrated into the academic and cultural mainstream of the school.

APPENDIX A
PLACEMENT PROCEDURES

OCEAN VIEW JUNIOR HIGH SCHOOL
ESEA TITLE VII DEMONSTRATION PROJECT

PLACEMENT PROCEDURES

I. IDENTIFICATION: **SITE/PERSON RESPONSIBLE:**

A. HOME LANGUAGE ASSESSMENT QUESTIONNAIRE ..... SCHOOL OFFICE

—Monolingual English Speaker:
Schedule for appropriate testing and evaluation.
—If a language other than English is indicated: refer to the Cross-Cultural Counseling Center for language assessment.

B. COUNSELOR INTERVIEW ..... CROSS-CULTURAL COUNSELING CENTER

II. ASSESSMENT:

A. ORAL LANGUAGE ASSESSMENT ..... CROSS-CULTURAL COUNSELING CENTER

—Language Assessment Scales II - (LAS II)
—Student Oral Language Observation Matrix - (SOLOM)
—Further assessment - see "C" below

B. MATHEMATICS ASSESSMENT ..... CROSS—CULTURAL COUNSELING CENTER
—Ocean View Junior High Math Placement Test (6)
—Stanford Diagnostic Math Assessment Test (7 & 8)

C. FURTHER ASSESSMENT NEEDED ..... CROSS-CULTURAL COUNSELING CENTER

—Depending on the Oral Language Assessment, administer the following:
1) Santillana Spanish Reading Placement Test
2) Harcourt-Brace Informational Reading Placement Test (6)
3) Nelson Reading Test (7 & 8)
4) Informal Reading Inventory (Silvaroli form A, Part I & II)
5) Macmillan Initial Placement Inventory for Reading (6, 7 & 8)

III. PLACEMENT:

A. ANALYZE TESTING DATA & RECOMMEND AN INSTRUCTIONAL PROGRAM ..... CROSS-CULTURAL COUNSELING CENTER

B. EDUCATIONAL PROGRAM IS ESTABLISHED ..... COUNSELING PERSONNEL
ASSISTANT PRINCIPAL

INTRODUCTION

The Ocean View School District philosophy is that the "Purpose of education is to develop the potential of each pupil, both academic and social, to the highest degree." In accordance with this philosophy the Title VII Program at Ocean View Junior High attempts to maximize the potential of the limited-English proficient student by providing a linguistically comprehensible instructional program. It is imperative that placement in an appropriate academic program be provided for all students if cognitive and affective growth is the goal. This is especially true for those students who speak a language other than English. The following information describes and delineates the placement procedures developed for academic programming of LEP students.

Placement in an appropriate academic program occurs in three steps: 1) Identification, 2) Assessment, and 3) Programming. Assessing academic and language skills is important because this is the method through which the student's academic needs can be identified accurately and objectively. Thus, a thorough assessment is an integral part of the placement process and assures appropriate placement in classes.

• • •

I. IDENTIFICATION:

All students are given a **HOME LANGUAGE ASSESSMENT QUESTIONNAIRE** to determine if a language other than English is used in the home (see attached Form 1). If it is indicated that a language other than English is spoken in the home, the child is referred to the Cross-Cultural Counseling Center where an assessment of skills is made. The identification of language skills is made informally during the Placement Interview which is conducted in the student's preferred language (see attached Form 2). The interview provides preliminary information regarding oral language strengths, prior formal language experiences, school history and the degree to which the primary language is used in the home.

II. ASSESSMENT:

The diagnosis/assessment of language proficiency begins with a series of oral language tests given to the student. Language assessment procedures and forms address English and Spanish skills.

The LANGUAGE ASSESSMENT SCALES LEVEL II is used to diagnose comprehension and speaking proficiency in English and Spanish. The STUDENT ORAL LANGUAGE MATRIX (SOLOM) is another assessment tool used to confirm language proficiency. The SOLOM provides a subject evaluation of skills based primarily on observation.

The results of these assessments identify students in the following categories:

A) Speaks a language other than English — exclusively (Non-English Speaking - NES)

B) Speaks a language other than English — predominantly (limited-English Speaking - LES)

C) Speaks English Predominantly -
(Fluent-English Speaking - FES)

D) Speaks both languages (LES and FES)

E) Speaks English Exclusively (English Speaker - ES)

Students are tested to determine reading levels in the primary and second languages. The following tests are used:

1) SANTILLANA SPANISH READING PLACEMENT TEST
2) HARCOURT-BRACE INFORMAL READING PLACEMENT TEST (6)
3) NELSON READING TEST (7 & 8)
4) INFORMAL READING INVENTORY (SILVAROLI FORM A, PART I & II)
5) MACMILLAN INITIAL PLACEMENT INVENTORY FOR READING (6, 7 & 8)

Finally, an assessment of math skills is made. The OCEAN VIEW JUNIOR HIGH MATH PLACEMENT TEST is used for placement of sixth (6th) graders and the STANFORD DIAGNOSTIC MATH TEST for seventh (7th) and eighth (8th) graders.

III. PLACEMENT/PROGRAMMING:

The information obtained by the assessments facilitates placement in the appropriate instructional program. The classes selected for students are designed to:

A) meet linguistic needs
B) expand vocabulary and communication skills
C) upgrade reading and writing skills
D) increase understanding of concepts in content area classes

The placement procedures are a guide to assist school personnel in providing an appropriate educational program for limited-English proficient students.

LEP students who have limited academic experiences or who demonstrate minimal skills are provided with an individualized educational program. This educational program emphasizes survival English skills to facilitate transition and adjustment to the new environment. It is recommended that these students be given an opportunity to acclimate to their new environment before they are referred for psychological testing. Students should be observed for a minimum of one semester (18 weeks) before a referral is made. This educational program may also include guidance and counseling activities to enhance self-awareness and facilitate the transition to the new school environment.

ASSESSMENT OF LITERACY SKILLS

A. NES — SPEAKS A LANGUAGE OTHER THAN ENGLISH EXCLUSIVELY

1. SPANISH READING ASSESSMENT
   — SANTILLANA SPANISH READING PLACEMENT TEST
2. ENGLISH READING ASSESSMENT
   — (NO TESTING AT THIS LEVEL)

3. MATH ASSESSMENT
   - — Ocean View Junior High Math Placement Test (Grade 6)
   - — Stanford Diagnostic Math Assessment (Grades 7 & 8)

7TH GRADE (BROWN TEST):	8TH GRADE (BLUE TEST):
0 - 5 ERRORS — 7.1	0 - 5 ERRORS — ALGEBRA
6 - 20 ERRORS — 7.2	6 - 10 ERRORS — 8.1
21 - 48 ERRORS — 7.3	11 - 20 ERRORS — 8.2
	21 - 48 ERRORS — 8.3

PROGRAM FOR NES STUDENTS

6TH GRADE:

1. SPANISH READING
2. ESL
3. MATH
4. BILINGUAL SOCIAL STUDIES
5. BILINGUAL SCIENCE
6. PHYSICAL EDUCATION
7. ELECTIVE

7TH/8TH GRADE:

1. SPANISH READING
2. 2 PERIODS OF ESL
3. MATH
4. BILINGUAL SOCIAL STUDIES *OR* BILINGUAL SCIENCE
5. PHYSICAL EDUCATION
6. ELECTIVE

B. LES — SPEAKS A LANGUAGE OTHER THAN ENGLISH PREDOMINANTLY

1. SPANISH READING ASSESSMENT
   - — Santillana Spanish Reading Placement Test
2. ENGLISH READING ASSESSMENT
   - — Harcourt-Brace Informal Placement Test - (Grade 6)

0 - 5 ERRORS — GROUP #1
6 - 9 ERRORS — GROUP #2
10 - 11 ERRORS — GROUP #3
12 - 14 ERRORS — GROUP #4
15 - 19 ERRORS — GROUP #5
20 - 25 ERRORS — GROUP #6
26 - 28 ERRORS — GROUP #7
29 - MORE ERRORS — GROUP #8

   - — Nelson Reading Test - (Grades 7 & 8)

7TH GRADE:

SCORE OF 7.5 AND HIGHER	— ACCELERATED (AC7)
SCORE OF 7.0 TO 7.4	— AVERAGE (AV7)
SCORE OF 5.8 TO 6.9	— LOW HIGH
SCORE OF 4.1 TO 5.7	— LOW MEDIUM
SCORE OF 0 TO 4.0	— LOW LOW

8TH GRADE:

SCORE OF 8.5 AND HIGHER	— ACCELERATED (AC8)
SCORE OF 8.0 TO 8.4	— AVERAGE (AV8)
SCORE OF 5.8 TO 7.9	— LOW HIGH
SCORE OF 4.1 TO 5.7	— LOW MEDIUM
SCORE OF 0 TO 4.0	— LOW LOW

— Silvaroli: Form A, Part I & II (Grades 7 & 8)
Informal Reading Inventory to determine instructional reading level.
— Macmillan Initial Placement Inventory for Reading (Grades 6, 7 & 8)

3. MATH ASSESSMENT
— Ocean View Junior High Math Placement Test - (Grade 6)
— Stanford Diagnostic Math Assessment - (Grades 7 & 8)

7TH GRADE: (BROWN TEST):	**8TH GRADE: (BLUE TEST):**
0 - 5 ERRORS — 7.1	8 - 5 ERRORS — ALGEBRA
6 - 10 ERRORS — 7.2	6 - 10 ERRORS — 8.1
21 - 48 ERRORS — 7.3	11 - 20 ERRORS — 8.2
	21 - 48 ERRORS — 8.3

PROGRAM FOR LES STUDENTS

6TH GRADE:

1. SPANISH READING *AND/OR* TRANSITIONAL ENGLISH READING
2. ESL
3. MATH
4. BILINGUAL SOCIAL STUDIES
5. BILINGUAL SCIENCE
6. PHYSICAL EDUCATION
7. ELECTIVE

7TH/8TH GRADE:

1. SPANISH READING *AND/OR* TRANSITIONAL ENGLISH READING
2. 2 PERIODS OF ESL
3. MATH
4. BILINGUAL SOCIAL STUDIES *OR* BILINGUAL SCIENCE
5. PHYSICAL EDUCATION
6. ELECTIVE

C. LES OR FES — SPEAKS BOTH LANGUAGES.

1. SPANISH READING ASSESSMENT
   — Santillana Spanish Reading Placement Test

2. ENGLISH READING ASSESSMENT
   — Harcourt-Brace Informal Placement Test - (Grade 6)

0 - 5 ERRORS — GROUP #1
6 - 9 ERRORS — GROUP #2
10 - 11 ERRORS — GROUP #3
12 - 14 ERRORS — GROUP #4
15 - 19 ERRORS — GROUP #5
20 - 25 ERRORS — GROUP #6
26 - 28 ERRORS — GROUP #7
29 - MORE ERRORS — GROUP #8

   — Nelson Reading Test - (Grades 7 & 8)

7TH GRADE:

SCORE OF 7.5 AND HIGHER — ACCELERATED (AC7)
SCORE OF 7.0 TO 7.4 — AVERAGE (AV7)
SCORE OF 5.8 TO 6.9 -- LOW HIGH
SCORE OF 4.1 TO 5.7 — LOW MEDIUM
SCORE OF 0 TO 4.0 — LOW LOW

8TH GRADE:

SCORE OF 8.5 AND HIGHER — ACCELERATED (AC8)
SCORE OF 8.0 TO 8.4 — AVERAGE (AV8)
SCORE OF 5.8 TO 7.9 — LOW HIGH
SCORE OF 4.1 TO 5.7 — LOW MEDIUM
SCORE OF 0 TO 4.0 — LOW LOW

   — Silvaroli: Form A, Part I & II (Grades 7 & 8)
   Informal Reading Inventory to determine instructional reading level.
   — Macmillan Initial Placement Inventory for Reading (Grades 6, 7 & 8)

3. MATH ASSESSMENT
   — Ocean View Junior High Math Placement Test - (Grade 6)
   — Stanford Diagnostic Math Assessment - (Grades 7 & 8)

7TH GRADE: (BROWN TEST):
0 - 5 ERRORS — 7.1
6 - 10 ERRORS — 7.2
21 - 48 ERRORS — 7.3

8TH GRADE: (BLUE TEST):
8 - 5 ERRORS — ALGEBRA
6 - 10 ERRORS — 8.1
11 - 20 ERRORS — 8.2
21 - 48 ERRORS — 8.3

PROGRAM FOR LES/FES STUDENTS

6TH GRADE:

1. SPANISH READING *OR*
   TRANSITIONAL ENGLISH READING *OR*
   ENGLISH READING
2. ESL *OR* ENGLISH
3. MATH
4. BILINGUAL SOCIAL STUDIES
5. BILINGUAL SCIENCE
6. PHYSICAL EDUCATION
7. ELECTIVE

7TH/8TH GRADE:

1. SPANISH READING *OR*
   TRANSITIONAL ENGLISH READING *OR*
   ENGLISH READING
2. ADVANCED ESL OR ENGLISH (LOW LOW)
3. MATH
4. BILINGUAL SOCIAL STUDIES *OR*
   BILINGUAL SCIENCE
5. PHYSICAL EDUCATION
6. ELECTIVE

D. FES — SPEAKS ENGLISH PREDOMINANTLY

1. SPANISH READING ASSESSMENT
   — (NO TESTING AT THIS LEVEL)

2. ENGLISH READING ASSESSMENT
   — Harcourt-Brace Informal Placement Test - (Grade 6)

0 - 5 ERRORS — GROUP #1
6 - 9 ERRORS — GROUP #2
10 - 11 ERRORS — GROUP #3
12 - 14 ERRORS — GROUP #4
15 - 19 ERRORS — GROUP #5
20 - 25 ERRORS — GROUP #6
26 - 28 ERRORS — GROUP #7
29 - MORE ERRORS — GROUP #8

   — Nelson Reading Test - (Grades 7 & 8)

7TH GRADE:

SCORE OF 7.5 AND HIGHER — ACCELERATED (AC7)
SCORE OF 7.0 TO 7.4 — AVERAGE (AV7)
SCORE OF 5.8 TO 6.9 — LOW HIGH
SCORE OF 4.1 TO 5.7 — LOW MEDIUM
SCORE OF 0 TO 4.0 — LOW LOW

8TH GRADE:

SCORE OF 8.5 AND HIGHER — ACCELERATED (AC8)
SCORE OF 8.0 TO 8.4 — AVERAGE (AV8)
SCORE OF 5.8 TO 7.9 — LOW HIGH
SCORE OF 4.1 TO 5.7 — LOW MEDIUM
SCORE OF 0 TO 4.0 — LOW LOW

— Silvaroli: Form A, Part I & II (Grades 7 & 8)
Informal Reading Inventory to determine instructional reading level.
— Macmillan Initial Placement Inventory for Reading (Grades 6, 7 & 8)

3. MATH ASSESSMENT
— Ocean View Junior High Math Placement Test - (Grade 6)
— Stanford Diagnostic Math Assessment - (Grades 7 & 8)

7TH GRADE: (BROWN TEST):
0 - 5 ERRORS — 7.1
6 - 10 ERRORS — 7.2
21 - 48 ERRORS — 7.3

8TH GRADE: (BLUE TEST):
8 - 5 ERRORS — ALGEBRA
6 - 10 ERRORS — 8.1
11 - 20 ERRORS — 8.2
21 - 48 ERRORS — 8.3

PROGRAM FOR FES STUDENTS

6TH GRADE:

1. TRANSITIONAL ENGLISH READING *OR* ENGLISH READING
2. ENGLISH
3. MATH
4. BILINGUAL SOCIAL STUDIES *OR* SOCIAL STUDIES
5. BILINGUAL SCIENCE *OR* SCIENCE
6. PHYSICAL EDUCATION
7. ELECTIVE

7TH/8TH GRADE:

1. TRANSITIONAL ENGLISH READING *OR*
   ENGLISH READING *OR*
   RESEARCH & DEVELOPMENT
2. ENGLISH
3. MATH
4. BILINGUAL SOCIAL STUDIES *OR* SOCIAL STUDIES
5. BILINGUAL SCIENCE *OR* SOCIAL STUDIES
5. PHYSICAL EDUCATION
6. ELECTIVE

E. ES — SPEAKS ENGLISH EXCLUSIVELY

1. SPANISH READING ASSESSMENT
   — (NO TESTING AT THIS LEVEL)

2. ENGLISH READING ASSESSMENT
   — Harcourt-Brace Informal Placement Test - (Grade 6)

0 - 5 ERRORS — GROUP #1
6 - 9 ERRORS — GROUP #2
10 - 11 ERRORS — GROUP #3
12 - 14 ERRORS — GROUP #4
15 - 19 ERRORS — GROUP #5
20 - 25 ERRORS — GROUP #6
26 - 28 ERRORS — GROUP #7
29 - MORE ERRORS — GROUP #8

   — Nelson Reading Test - (Grades 7 & 8)

7TH GRADE:

SCORE OF 7.5 AND HIGHER — ACCELERATED (AC7)
SCORE OF 7.0 TO 7.4 — AVERAGE (AV7)
SCORE OF 5.8 TO 6.9 — LOW HIGH
SCORE OF 4.1 TO 5.7 — LOW MEDIUM
SCORE OF 0 TO 4.0 — LOW LOW

8TH GRADE:

SCORE OF 8.5 AND HIGHER — ACCELERATED (AC8)
SCORE OF 8.0 TO 8.4 — AVERAGE (AV8)
SCORE OF 5.8 TO 7.9 — LOW HIGH
SCORE OF 4.1 TO 5.7 — LOW MEDIUM
SCORE OF 0 TO 4.0 — LOW LOW

   — Silvaroli: Form A, Part I & II (Grades 7 & 8)
   Informal Reading Inventory to determine instructional reading level.
   — Macmillan Initial Placement Inventory for Reading (Grades 6, 7 & 8)

3. MATH ASSESSMENT
   — Ocean View Junior High Math Placement Test - (Grade 6)
   — Stanford Diagnostic Math Assessment - (Grades 7 & 8)

7TH GRADE: (BROWN TEST):
0 - 5 ERRORS — 7.1
6 - 10 ERRORS — 7.2
21 - 48 ERRORS — 7.3

8TH GRADE: (BLUE TEST):
8 - 5 ERRORS — ALGEBRA
6 - 10 ERRORS — 8.1
11 - 20 ERRORS — 8.2
21 - 48 ERRORS — 8.3

PROGRAM FOR ES STUDENTS

6TH GRADE:

1. ENGLISH READING
2. ENGLISH
3. MATH
4. SOCIAL STUDIES
5. SCIENCE
6. PHYSICAL EDUCATION
7. ELECTIVE

7TH/8TH GRADE:

1. ENGLISH READING *OR* RESEARCH AND DEVELOPMENT
2. ENGLISH
3. MATH
4. SOCIAL STUDIES
5. SCIENCE
6. PHYSICAL EDUCATION
7. ELECTIVE

PROGRAM FOR FES STUDENTS

6TH GRADE:

1. TRANSITIONAL ENGLISH READING *OR* ENGLISH READING
2. ENGLISH
3. MATH
4. BILINGUAL SOCIAL STUDIES *OR* SOCIAL STUDIES
5. BILINGUAL SCIENCE *OR* SCIENCE
6. PHYSICAL EDUCATION
7. ELECTIVE

7TH/8TH GRADE:

1. TRANSITIONAL ENGLISH READING *OR*
   ENGLISH READING *OR*
   RESEARCH & DEVELOPMENT
2. ENGLISH
3. MATH
4. BILINGUAL SOCIAL STUDIES *OR* SOCIAL STUDIES
5. BILINGUAL SIECNE *OR* SOCIAL STUDIES
6. PHYSICAL EDUCATION
7. ELECTIVE

OCEAN VIEW JUNIOR HIGH SCHOOL

BILINGUAL/ESL PROGRAM CRITERIA

I. CRITERIA FOR TRANSITION TO ENGLISH READING

1. ENGLISH ORAL LANGUAGE PROFICIENCY: FES SCORE (Level 4 or 5) on LAS II (English)
2. 3.5 GRADE LEVEL EQUIVALENT IN SPANISH READING
3. MASTERY OF LEVEL III ON IDEA KIT
4. AUDITORY COMPREHENSION - (SILVAROLI READING PASSAGE - LEVEL III)
5. TEACHER CONSENSUS WITH ENGLISH TEACHER, BILINGUAL READING SPECIALIST AND/OR BILINGUAL SPECIALIST
6. PARENT NOTIFICATION

II. CRITERIA FOR RECLASSIFICATION TO FEP

1. FES SCORE (LEVEL 5) ON LAS II (ENGLISH)
2. 36%-TILE OR ABOVE ON TOTAL READING BATTERY OF THE CAT - LEVEL 14
3. PASS THE COMPOSITION SECTION OF THE OVJH COMPETENCY TEST
4. PASS THE MATH SECTION OF THE OVJH COMPETENCY TEST
5. APPRAISAL TEAM RECOMMENDATION
6. PARENT NOTIFICATION

6/84

OCEAN VIEW SCHOOL DISTRICT

NAME OF STUDENT: _____ SCHOOL: _____
LAST FIRST MIDDLE

GRADE _____ AGE _____ TEACHER _____ DATE _____

HOME LANGUAGE SURVEY

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation is asked in helping us meet this important requirement. Please answer the following questions and have your child return this form to his/her teacher. Thank you for your help.

1. Which language did your son/daughter learn when he/she first began to talk? _____
2. Which language does your son/daughter use most frequently at home? _____
3. What language do you use most frequently to speak to your son/daughter? _____
4. Name the language most often spoken by the adults at home. _____

_____
SIGNATURE OF PARENT OR GUARDIAN

DISTRITO ESCOLAR DE OCEAN VIEW

NOMBRE DEL ALUMNO: _____ ESCUELA: _____
Apellido Primero Segundo

GRADO _____ EDAD _____ MAESTRO(A) _____ FECHA _____

ESTUDIO DEL IDIOMA DEL HOGAR

El Codigo de Educación California requiere que las escuelas determinen el idioma que se habla en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan proporcionar instrucción necesaria a todos los estudiantes.

Les pedimos su cooperación en ayudarnos a cumplir este requisito importante. Por favor conteste las siguientes preguntas y haga que su hijo/a devuelva esta forma a su maestro/a. Gracias por su ayuda.

1. ¿Cúal idioma aprendió su hijo/a cuando empezo a hablar?
2. ¿Cúal idioma usa principalmente su hijo/a cuando conversa en la casa? _____
3. ¿Cúal idioma usa usted con más frecuencia cuando habla con su hijo/a? _____
4. ¿Cúal idioma se habla con mas frecuencia en casa? _____

_____
FIRMA DEL PADRE O GUARDIAN

PLACEMENT INTERVIEW

NAME _____ DATE _____

GRADE _____ AGE _____ BIRTHDATE _____

NEW STUDENT _____ RETURNING STUDENT _____

INTERVIEWER _____

LANGUAGE OF INTERVIEW _____

LANGUAGE USAGE

A. _____ First Language learned by student.

B. _____ Language preferred by student.

C. _____ Language most frequently used by student at home.

D. _____ Language most frequently used by parents with child.

E. _____ Language most frequently used by parents at home

F. _____ Language used by student with brother/sisters, at home.

G. _____ Language used by student with friends.

H. _____ Language used by student with bi-linguals.

FORMAL LANGUAGE BACKGROUND

A. Did you speak English when you started school in the United States? _____ YES _____ NO

B. Have you studied English in School? _____ YES _____ NO

C. Have you been in ESL *OR* Bilingual classes? _____ YES _____ NO

D. Have you studied Spanish (native language) in school?

_____ YES _____ NO How Long/Where? _____

MB:et
06-82

APPENDIX B

SELF CONCEPT ENHANCEMENT AND ASSESSMENT MATERIALS

OCEAN VIEW JUNIOR HIGH SCHOOL
TITLE VII

ME AND MY SELF-CONCEPT

GROUP 1: SELF-AWARENESS

I. OVERVIEW

II. N E E D
- A) General Goal

III. IMPLEMENTATION
- A) Group
- B) Assessment
- C) Activities

MARIA BALDERRAMA
NOVEMBER 1982

ME AND MY SELF-CONCEPT

I. OVERVIEW

A major goal of Ocean View School District is to develop in all children a healthy self-concept. Our concern, at Ocean View Junior High, is to provide opportunities that will facilitate self-awareness, enhance the self-concept and ultimately lead to self-actualization.

Many of our students' low self-esteem is manifested through behavior that emits warnings to teachers, counselors and other school staff. The signals vary — from school phobia to discipline problems. This paper will attempt to suggest group counseling as one viable alternative in ameliorating the stress signals given by our students.

II. NEED

Counseling referrals are evidence of several needs our students have. The students' behavior manifests the need for self-awareness, a support system, a positive identity, positive/constructive coping mechanisms, a place to ventilate feelings and frustrations and the ability to understand what is happening in their environments (home and school). Generally, students referred are not achieving academically in school.

Abraham Maslow's hierarchy of needs can explain why many of the students are having difficulty in school. Many of these students' basic human needs have not been fulfilled. It is difficult to be interested in English grammar when one is experiencing difficulty sleeping at night. In other words, it is unrealistic to expect intellectual pursuit or self-actualization to occur, when there is uncertainty of one's safety, emotional needs are not fulfilled and self-esteem is low.

This is a complex problem and group counseling cannot be the cure-all. However, if students are given the opportunity to lessen their anxieties, there is a chance they may reach the self-actualization level through acceptance of themselves.

A. GENERAL GOAL:

To provide specific activities that will facilitate self-awareness and encourage developing a healthy self-image.

Research has shown a significant correlation between self-concept and success in school. These activities are intended to promote self-confidence so that school success can increase.

III. IMPLEMENTATION

A. GROUP:

It is proposed that group size range from 4-8 students. Sessions would be held in the Counseling Center two times a week for 6 weeks. The times and days of meetings would be selected depending on staff recommendations and the participants' class schedules.

The counselor will serve as the facilitator/catalyst of the group activities. Students will begin verbal self-explanation and participate in activities designed to meet the general goal.

Group participation is voluntary. Participants will sign a contract agreeing to various conditions. Please see attached contract.

Participants will be recommended by school staff. Parent permission will be obtained.

B. ASSESSMENT:

Evaluation of the children's self-concepts is important for effective planning and assessment. The **Junior High Student Self-Concept Questionnaire**[1] will be used as an assessment tool and guide in planning. Also, school staff will be encouraged to evaluate students by using **Teacher Self-Concept Observation**[2] questionnaire.

C. ACTIVITIES:

Activities will include:

1) self-assessment (pre and post)
2) contract-student commitment
3) structured discussions of selected topics such as, values, self, decision-making, interpersonal relationships, school, peers, self-expression
4) hands-on activities to supplement discussions
5) defining strengths and identifying areas for growth
6) vocabulary enrichment
7) use of video tape equipment as a medium for comparison and self-improvement

SPECIFIC GOALS OF ACTIVITIES:

1) To develop a healthy, positive attitude about self.
2) To identify choices and understand why certain choices are made.
3) To discuss and identify positive ways of self-expression.
4) To begin to clarify and understand values.
5) To begin to identify the relationship between personality and values.
6) To apply acquired knowledge to improve self-concept.

---

[1] *Developing the Self-Concept*, Ocean View School District, 1977 Supplement
[2] Ibid.

ME AND MY SELF-CONCEPT

I,_____ AGREE TO TAKE PART IN THE "ME" GROUP ACTIVITIES. I WILL COME TO EVERY SESSION. I WILL RESPECT OTHER GROUP MEMBERS, LISTEN, AND SHARE AND LEARN ABOUT ME.

I UNDERSTAND THAT IF I FAIL TO FULFILL MY CONTRACT I CANNOT TAKE PART IN THE "ME" SESSIONS.

_____ _____

SIGNATURE DATE

_____ _____

WITNESS DATE

CPL

TEACHER OBSERVATION FORM

STUDENT _____ DATE _____

TEACHER _____ CLASS _____

Please rate your student on each of the following items. Check only one blank for each of the ten items.

1. Does this child seek reassurance when completing tasks by asking if his work is correct?
   always _____ often _____ sometimes _____ seldom _____ never _____
2. Does this child become irritated, submissive, or sullen when he is criticized?
   always _____ often _____ sometimes _____ seldom _____ never _____
3. Does this child become frightened, nervous, or anxious before examinations?
   always _____ often _____ sometimes _____ seldom _____ never _____
4. Does this child daydream so intensely that instructions have to be repeated to him?
   always _____ often _____ sometimes _____ seldom _____ never _____
5. Does this child become frustrated when he cannot successfully complete tasks?
   always _____ often _____ sometimes _____ seldom _____ never _____
6. Does this child demonstrate perseverance? That is, does he stay with assignments until completion?
   always _____ often _____ sometimes _____ seldom _____ never _____
7. Does this child have confidence in his ability to complete classroom assignments successfully?
   always _____ often _____ sometimes _____ seldom _____ never _____
8. Does this child become so discouraged that he "gives up" or fails to complete assignments?
   always _____ often _____ sometimes _____ seldom _____ never _____
9. Does this child appear to be anxious and working under tension?
   always _____ often _____ sometimes _____ seldom _____ never _____
10. Does this child take pride in his school work, and demonstrate positive feelings about himself when he completes tasks successfully?
    always _____ often _____ sometimes _____ seldom _____ never _____

COMMENTS _____

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OCEAN VIEW JUNIOR HIGH SCHOOL
(805) 488-6251 — 4300 Olds Road
Oxnard, California 93030

Dear Parent or Guardian:

A goal of Ocean View School District is to develop in all children a healthy self-concept. At Ocean View Junior High we will be conducting activities that will give our students an opportunity to develop self-awareness and better self-esteem.

Your child has been selected to participate in weekly group activites at Ocean View Junior High. A school counselor will facilitate activities that will strengthen positive feelings of themselves and others.

Please sign below for your child to participate.

Sincerely,

Hugh Pickrel
Principal

Maria Balderrama
Counselor

I grant permission for my son/daughter to participate in the activities described above.

_____ _____
Parent/Guardian's Signature Date

OCEAN VIEW JUNIOR HIGH SCHOOL
TITLE VII

ME AND MY SELF-CONCEPT

GROUP 2: HEALTH AWARENESS

I. OVERVIEW

II. NEED

III. IMPLEMENTATION
- A) Group
- B) Assessment
- C) Activities
- D) Class Description

MARIA BALDERRAMA
MARCH 1983

ME AND MY SELF-CONCEPT
HEALTH AWARENESS

I. OVERVIEW

One of the keys in developing self-awareness and a healthy self-concept is understanding one's body and how it works. Particularly for the growing adolescent, "feeling good" — in mind and body — is very important.

II. NEED

The adolescent is concerned and thinks a lot about his/her body. Questions such as, "When will I start. . . or stop growing?" "Why is my skin so broken out?" "Why am I so fat?" "Why am I so moody. . . am I going crazy?" fills the minds of our youth. Although these questions appear simple, they are complex and require thorough explanation.

In an attempt to answer some of the important basic questions continuously asked by our students, we are recommending a health education class. The Girl's Physical Education and Title VII Demonstration Project would like the opportunity to pilot self-awareness group sessions focusing on the importance of personal health and general hygiene. (See attached class description.)

III. IMPLEMENTATION

The Health Class will be offered to 7th and 8th grade girls during the 1st period (8:20-9:05 a.m.) of Physical Education class. The P.E. class will be informed of what the group sessions will involve. Students will be invited to take part on a voluntary basis. Those girls interested in taking part in the Health Class will be asked to obtain parent permission (see Parent Permission slip). Group size will be limited to 10-15 students.

Seven sessions are planned for this pilot program. There will be one session a week for seven weeks. The participating students will be released during their P.E. class to take part in the group sessions. In other words, instead of going to P.E. class on Monday, the participating students will attend the Health group.

A pre and post assessment will be conducted by the bilingual counselor with assistance from the girl's P.E. teacher. (We have planned to invite experts in areas of health and beauty).

Also, students seeking assistance regarding individual health concerns will be offered individual counseling and may be referred to appropriate school personnel.

HEALTH AWARENESS/CLASS DESCRIPTION

I. Introduction (P.E. Class)
   a) Overview of the Class
   b) Importance of Health
   c) Pre-Assessment

II. Our Bodies in Action (3 Sessions)
   a) How do our bodies work?
   b) Body & Mind
   c) Adolescent Body Changes
   d) Feelings

III. Personal Lifestyle & Health (2 Sessions)
   a) General Body Cleanliness
   b) Diet & Exercise
   c) Sleep
   d) Self-Evaluation: What's Important to Me?

IV. Family & Community Health (2 Sessions)
   a) Heredity
   b) Diseases
   c) Drugs
   d) Resources

References:
Course of Study: A Program Planning Guide for Grades K-12, 1981-84. Ventura County Superintendent of Schools, 1981.
Feeling Good: A Book About You and Your Body. Sarah Gilbert - New York: Four Winds Press, 1978.
Life & Health. John Painter, Jr., (Publisher). Del Mar: Communications Research Machines, Inc., 1972.

MB/cpl 3/83

OCEAN VIEW JUNIOR HIGH SCHOOL
(805) 488-6421 — 4300 Olds Road
Oxnard, California 93030

March 1983

Dear Parent/Guardian:

As you know, adolescence is a stage in life that is accompanied by many emotional and physical changes.

In an effort to help our students increase their awareness and understanding of themselves, the Girl's Physical Education and Counseling Departments will be offering group activities that will facilitate a healthy development. We will be offering weekly activities focusing on developing an understanding of personal health. Our activities will deal with personal health habits, hygiene and grooming, diet and nutrition, potential causes of diseases and community health.

Health education is an important part of a child's education. We would like the opportunity to continue to contribute to your child's healthy development.

Sincerely,

Hugh Pickrel
Principal

HEALTH EDUCATION PERMISSION SLIP

_____ _____has my permission to attend a weekly Health Education class conducted by the Physical Education and Counseling Departments.

_____ _____

Parent/Guardian's Signature Date

OCEAN VIEW JUNIOR HIGH SCHOOL
(805) 488-6421 — 4300 Olds Road
Oxnard, California 93030

marzo 1983

Estimado Padre/Guardián:

Como ustedes saben la adolescencia es una etapa de la vida acompañada por varios cambios emocionales y físicos.

Como un esfuerzo para ayudar que nuestros estudiantes aumenten el entendimiento de sí mismos, los Departamentos de Educación Física y Consejos ofrecerán actividades en grupo que facilitarán un sano desarrollo. Ofrecerémos actividades semanales con énfasis en el desarrollo del entendimiento sobre salud personal. Nuestras actividades se relacionarán a habitos de salud personales, higiene, dieta y nutrición, causas de enfermedades y salud en la comunidad.

Educación sobre la salud es una parte importante de la educación de sus hijos. Quisieramos tener la oportunidad para seguir contribuyendo al sano desarrollo de su hijo.

Atentamente,

Hugh Pickrel
Director

HOJA DE PERMISO PARA EDUCACION SOBRE SALUD

_____ tiene mi permiso para asistir a una Clase de Educación sobre Salud patrocinada por los Departamentos de Educación Física y Consejos.

_____ _____

Frima del Padre/Guardián Fecha

OCEAN VIEW JUNIOR HIGH SCHOOL
TITLE VII

ME AND MY SELF-CONCEPT

GROUP 3: CULTURAL ADJUSTMENT

I. NEED
   A) General Goal

II. IMPLEMENTATION
   A) Group
   B) Assessment
   C) Activities

MARIA BALDERRAMA
SUMMER 1983

ME AND MY SELF-CONCEPT
CULTURAL ADJUSTMENT

I. GENERAL GOAL

To provide activities that will enhance awareness and self-acceptance. Specifically, these affective activities will focus on facilitating awareness of the expectations the recent immigrant will encounter in a new environment (junior high school and Anglo-Saxon, urban culture). These affective activities will complement the cognitive tasks existing currently in the Migrant Education Summer School Program.

II. IMPLEMENTATION

A. GROUP:

Group size will range from 6-8 students. The student will attend one hour sessions, daily for two weeks. Students will participate in 14 hours of group counseling. One-to-one counseling will also be provided. (Proposed dates and time include June 27-July 8, 1983 from 10:40-11:45 A.M.)

B. ASSESSMENT:

Participating students will be given the *Culture-Free Self-Esteem* Inventory. Also, school staff will be encouraged to evaluate student by using the *Teacher Self-Concept Questionnaire.*

Also, students will be given an informal pre and post assessment of cultural awareness (developed by counselor).

C. ACTIVITIES:

Activities will include:

1) self-concept assessment (pre and post)
2) cross-cultural awareness survey (pre and post)
3) structured oral discussions in topics such as: cultural differences and similarities between Anglo-Saxon culture and Mexican culture, values, language, new expectations (personal, social, community), and bilingual/bicultural experiences.
4) hands-on activities to accompany discussions
5) identifying personal strengths
6) vocabulary enrichment
7) use of video tape equipment as a medium to increase self-awareness

SPECIFIC GOALS OF ACTIVITIES

1) To begin to clarify and understand personal values.
2) To develop awareness and self-acceptance.
3) To develop a healthy, positive attitude about being a member of two cultures.
4) To understand the concept of becoming a bilingual bicultural individual.
5) To become aware of expectations of the new environment.
6) To express feelings about a new situation in a low anxiety environment.

OCEAN VIEW JUNIOR HIGH SCHOOL
TITLE VII

INTRODUCTION

Graduation! The event is in the minds of many of our students at Ocean View Junior High. We are near the end of another school year so the "talk of graduation" is becoming more and more frequent. As teachers and counselors we are constantly listening to concerns our students have about graduation. What happens during graduation? Are we going to have a dance? Will I be going to High School? What's it like over there (referring to Channel Islands High School)? The questions posed are valid and very important to our students.

However, the above concerns are representative of some students. Other students, particularly, the Limited English Proficient children, have different concerns about graduation. The comments may range from: Is it important for me to go to Channel Islands? Why should I want to go to high school? I need to get a job to help my family, why should I go to school when I can be earning money? I'm a girl and going to get married, why should I waste my time with more school?

Graduation is important to ALL students. ALL students are anxious and excited about the idea of completing Junior High. However, we have evidence to indicate that graduation represents different things to different students. Graduation from 8th grade is the beginning of a new education phase for some students; for others, it symbolizes the end of the educational ladder.

NEED

Individual and group counseling has been one method of communicating the importance of education to our students. However, we must try other approaches in demonstrating the importance education has in our lives. One approach we are recommending is a panel discussion. We are aware of unique life experiences the LEP students share. Research has found that if the structure of a learning task appeals to the learning styles (cognitive and affective) of the students, achievement and motivation will increase. A panel discussion is an effective method of attempting to tap on these unique learning styles. For example, bilingual children (field sensitive) prefer a learning style with a "humanized format related to their personal interests and experiences". A panel discussion would provide a setting and situation whereby important facts and information are passed on vis-a-vis "natural conversations and discussions." This would not be a lecture or a class presentation, but instead the type of conversation and discussion one would have while sharing lunch or dinner. Interpersonal communication is particularly important for the bilingual, field-sensitive child and the panel discussion would also tap on this learning style.

IMPLEMENTATION

The panel discussion would involve the following:

a) topic or panel discussion: "Education is Our Future" (La Educacion es Nuestro Futuro);

b) the panel would be made up of students attending Oxnard College with backgrounds or experiences similar to those of our students (see "D");

c) Panel discussion would include 3-5 participants sharing with students;

d) speakers selected would include those with characteristics and experiences similar to our students'. These may include: migrant, farmworker, recent immigrant, bilingual-bicultural, re-entry women (single heads of house that have returned to school) ESL students, and former school drop-outs;

e) speakers would be recommended by an Oxnard College counselor;

f) students will be given opportunity to ask questions and participate actively in discussion;

g) the panel discussion would take place in Room 117 during 2nd and 3rd periods (9:10 - 10:55 A.M.);

h) dates for visitation will be finalized, pending Administration approval.

CONCLUSION

We hope to stimulate our LEP students by providing experiences that will reinforce the school's daily efforts which include influencing our youngsters to continue their education by remaining in school. The "panel discussion" is intended to influence and involve students in thinking about their future and the important role education plays in our lives.

OCEAN VIEW JUNIOR HIGH SCHOOL — TITLE VII PROGRAM

STUDENT:_____ DATE: _____

DIRECTIONS:

(THIS IS NOT A TEST, AND THERE ARE NO "RIGHT" OR "WRONG" ANSWERS.) Please mark each statement in the following way: If the statement describes how you usually feel, make a check mark (✓) in the "YES" column. If the statement does not describe how you usually feel, make a check mark (✓) in the "NO" column. Please check only one column (either "YES" or "NO") for each of the 30 statements.

	YES	NO
1. I wish I were younger	☐	☐
2. Boys and girls like to play with me	☐	☐
3. I usually quit when my school work is too hard	☐	☐
4. My parents never get angry at me	☐	☐
5. I only have a few friends	☐	☐
6. I have lots of fun with my parents	☐	☐
7. I like being a boy/I like being a girl	☐	☐
8. I am a failure at school	☐	☐
9. My parents make me feel that I am not good enough	☐	☐
10. I usually fail when I try to do important things	☐	☐
11. I am happy most of the time	☐	☐
12. I have never taken anything that did not belong to me	☐	☐
13. I often feel ashamed of myself	☐	☐
14. Most boys and girls play games better than I do	☐	☐
15. I often feel that I am no good at all	☐	☐
16. Most boys and girls are smarter than I am	☐	☐
17. My parents dislike me because I am not good enough	☐	☐
18. I like everyone I know	☐	☐
19. I am as happy as most boys and girls	☐	☐
20. Most boys and girls are better than I am	☐	☐
21. I like to play with children younger than I am	☐	☐
22. I often feel like quitting school	☐	☐
23. I can do things as well as other boys and girls	☐	☐
24. I would change many things about myself if I could	☐	☐
25. There are many times when I would like to run away from home	☐	☐
26. I never worry about anything	☐	☐
27. I always tell the truth	☐	☐
28. My teacher feels that I am not good enough	☐	☐
29. My parents think I am a failure	☐	☐
30. I worry a lot	☐	☐

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ESCUELA INTERMEDIA OCEAN VIEW

ESTUDIANTE: _____ FECHA: _____

INSTRUCCIONES:

(ESTE NO ES UN EXAMEN, NO HAY CONTESTACIONES "CORRECTAS" O "EQUIVOCADAS.") Por favor marca las contestaciones en la siguiente manera: Si la oración describe como te sientes frecuentemente, por favor marca una equis (X) en la columna "SI." Si la oración no describe como te sientes, por favor marca una equis (X) en la columna "NO." Por favor marca solo una columna (ya sea el "SI" o "NO") por cada oración.

	SI	NO
1. Quisiera ser más joven	☐	☐
2. A los otros muchachos y muchachas les gusta jugar commigo	☐	☐
3. Dejo de trabajar cuando se me hace difícil la tarea	☐	☐
4. Mis padres nunca se enojan conmigo	☐	☐
5. Tengo solo unos cuantos amigos	☐	☐
6. Me divierto mucho con mis padres	☐	☐
7. Me gusta ser muchacho/me gusta ser muchacha	☐	☐
8. Soy un fracaso en la escuela	☐	☐
9. Mis padres me hacen sentir menos	☐	☐
10. Usualmento fracaso cuando trato de hacer cosas importantes	☐	☐
11. Casi siempre estoy féliz	☐	☐
12. Nunca he tomado cosas que no me pertenecen	☐	☐
13. Siempre me siento avergonzado de mi mismo	☐	☐
14. La mayoría de los muchachos y muchachas juegan mejor que yo	☐	☐
15. Frecuentemente siento que no soy bueno para nada	☐	☐
16. La mayoría de los muchachas y muchachas son más inteligentes que yo	☐	☐
17. Mis padres no me quieren porque no soy lo suficientemente bueno	☐	☐
18. Quiero a todos los que conozco	☐	☐
19. Estoy igual de contento que los otros muchachos y muchachas	☐	☐
20. La mayoría de los muchachos y muchachas son mejor que yo	☐	☐
21. Me gusta jugar con niños menores que yo	☐	☐
22. Siempre siento que quisiera renunciar mis estudios	☐	☐
23. Puedo hacer las cosas tan bien como los otros muchachos y muchachas	☐	☐
24. Cambiaría muchas cosas de mi mismo si pudiera	☐	☐
25. Hay varias ocasiones cuando quisiera huir de mi casa	☐	☐
26. Nunca me preocupo de nada	☐	☐
27. Siempre digo la verdad	☐	☐
28. Mi maestro siente que no soy lo suficientemente bueno	☐	☐
29. Mis padres piensan que soy un fracaso	☐	☐
30. Me preocupo demasiado	☐	☐

/cpl 2/83

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APPENDIX C

FORMS

GATE Student Evaluation Summary

Home Contact Form

OCEAN VIEW JUNIOR HIGH
Gifted and Talented Education Program

GATE STUDENT EVALUATION SUMMARY

Student's Name _____ School _____ Grade _____

Responses are ranked on a scale of one (weak) to five (strong)

	1	2	3	4	5
ACADEMIC ACCOMPLISHMENT					
Strives for exellence in quality.					
Completes assignments.					
Participates in presentations.					
ENCOURAGEMENT OF CREATIVITY					
Willing to try new approaches.					
Has innovative ideas.					
Creates original products.					
DEVELOPMENT OF LEADERSHIP POTENTIAL					
A responsible member of a group.					
Demonstrates leadership skills.					
INCREASE CRITICAL THINKING SKILLS					
Uses good problem-solving techniques.					
Applies decision-making skills.					
DEVELOPMENT OF A REALISTIC POSITIVE SELF-CONCEPT					
Sets realistic goals.					
Uses time wisely.					
Recognizes own strengths and weaknesses.					
IMPROVEMENT IN ATTITUDES TOWARD & RELATIONS WITH OTHER PERSONS					
Listens while others are speaking.					
Respects rights of others.					
Respects property of others.					

Subject Exploration: _____ Teacher: _____ Date: _____

OCEAN VIEW JUNIOR HIGH SCHOOL
Oxnard, California

HOME CONTACTS

TVII

STUDENT _____ DATE _____

Describe Contact Briefly:

STUDENT _____ DATE _____

Describe Contact Briefly:

STUDENT _____ DATE _____

Describe Contact Briefly:

STUDENT _____ DATE _____

Describe Contact Briefly:

STUDENT _____ DATE _____

Describe Contact Briefly:

**CONTACTS MADE BY _____

mb 9/82

APPENDIX D

THE GUIDANCE COUNCIL AND STUDENT REFERRALS

GUIDANCE COUNCIL

A School Appraisal Team Concept That Works
—Philosophy, Planning & Implementation, Logistics —
—Procedure and Forms

by:

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"GUIDANCE COUNCIL — A School Appraisal Team Concept That Works"

Philosophy

One of the major goals of Ocean View School District has been to enhance the self-concept of each individual child. The Guidance Council is an extension of that idea, as it relates to ensuring that individual students with special needs receive the best individualized program possible. The Guidance Council is a case study team forum in which decisions are made regarding:

- Special education consideration
- Multi-disciplinary problems
- Gifted and Talented Education
- Retention and promotion consideration
- Minimum competency standards

It was decided at the onset that the philosophy of the Guidance Council would be compatible with the interests and concerns of the Board, administration, teaching staff, special education staff, parents, and support services staff. We felt that the first step in creating a successful program of this type was to have a total commitment at all levels.

After much discussion with various groups, in various settings, the philosophy was formed. In essence, we felt that through a process that functionally covered all special concerns, and interpersonally involved the key adults in a cooperative decision-making effort, we could ensure the best individual attention possible for students in need.

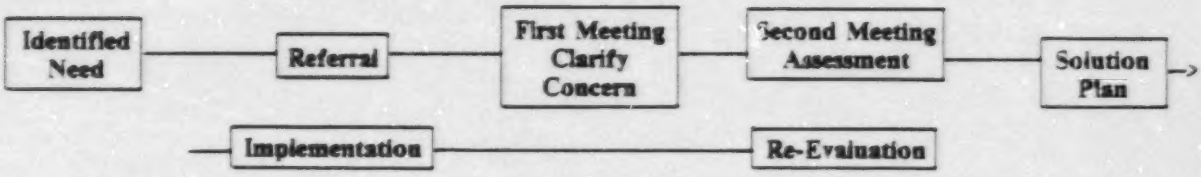
Planning and Implementation

The Guidance Council was developed during the 1975-76 academic year, with an eye towards the future special education legislation. We desired a case study team approach that would both meet our district's needs, as well as meet the general parameters of the impending legislation.

Our guidance staff and superintendent initially concurred on the idea of a case study team approach to organizing and delivering special education services. From the start we felt that total commitment at all levels was necessary; a "design team" was created, consisting of the district's administrators and specialists, as well as several teacher representatives from each staff.

In defining the needs related to special education and special services, we found our concerns were typical of most other districts: accessibility to specialists, organization, and the time taken to process special education referrals. Some conditions we felt necessary to ensure the success of the program were spelled out from the start-, and include:

- The specialists and administrators must be visible.
- There must be a consistency in specialist-teacher and specialist-specialist communication.
- The classroom teacher must be an integral part of the Guidance Council.
- There must be a shared decision-making process, to ensure that all members feel valued and valuable.
- There must be follow-through from one year to the next.



A general flow chart was developed to provide an overview of the Guidance Council process. People throughout the district were asked to submit their views relative to the detailed functions and who should provide them.

Implementation occurred over a semester's time. Change was built into the Guidance Council by having an articulation process involving the "design team" meeting on a regular basis.

Five years later our Guidance Council is still fully functional in all our schools. Many revisions have taken place, due to personnel changes, legislative changes, and constant re-evaluation. The basic philosophy and operation of the Guidance Council is alive and well!!!

Logistics

The Guidance Council is a case study team comprised of the following people: Guidance Council Coordinator, principal, referring teacher, psychologist and counselor. Other specialists and individuals are involved on an as-needed basis.

The Guidance Council Coordinator is a key figure in the functioning of the Guidance Council. The Coordinator is a classroom teacher on that school's staff; he or she receives all referrals, schedules specific students for discussion, and serves as a liaison between all the people involved in a case. The Coordinator is aware of the process of each case.

A typical case, if there is such a thing, would follow the procedure outlined in the flow chart. Those familiar with a special education or with students who have adjustment and learning problems can appreciate the complexity inherent in most cases. The Guidance Council reflects our desire to process all cases in as systematic a way as possible.

The Guidance Council meets once per week at each school site, for approximately one-half hour before classes begin. On the average, three or four special ed./special services cases per week can be discussed at each school.

(Ocean View School District has three elementary schools and one junior high; the district ADA is about 2100.)

An important component of the Guidance Council is the "Watch List". Every Spring a list is developed of students who have special needs and may necessitate immediate interaction in the Fall. After teachers have had sufficient time to evaluate their new students, they are informed that the Guidance Council has data that may be useful to them. This ensures that no students fall between the cracks.

In issues that involve larger numbers of students, such as retention referrals, the Guidance Council has developed a process for each occurrence based on teacher observation and review by the guidance staff. Special meetings are held to handle the increased number of students.

In summary, the Guidance Council is the end result of our efforts in designing and implementing a system to maximize the delivery of special services to students. Our desire is to maintain a system that is straightforward and logical, as well as being responsive to a wide range of needs and changes.

Linda Ramelli

Stefan Sisman

Counselors
Ocean View School District
Oxnard, California

FORM #1

OCEAN VIEW SCHOOL DISTRICT

DISTRICT REFERRAL TO SPECIALISTS

(USE OF THIS FORM: Direct referral to an individual specialist should be used when a child does not require a comprehensive assessment through the Guidance Council)

STUDENT _____

TEACHER _____ DATE _____

REASON FOR REFERRAL _____

_____

_____

_____

HAVE YOU HAD A RECENT CONFERENCE WITH PARENTS? _____

_____

_____

SERVICES REQUESTED:

_____	Bilingual	_____	Reading Specialist
_____	Counseling	_____	Speech
_____	Health	_____	Other

OTHER TEACHERS WHO HAVE SIMILAR CONCERNS: (Jr. High Only)

_____

_____

_____

ADDITIONAL COMMENTS: _____

_____

_____

_____

After completion of this form, return it to the Site Principal who will forward it to the appropriate specialist(s).

jg (9/79)

REFERRAL FOR INDIVIDUAL STUDENT ASSESSMENT

(USE OF THIS FORM: This referral form should be used when the techer feels the student meets most of the criteria for special placement (EH, LD, LH, EMR) and when other methods of assistance or remediation have been unsuccessful.)

NAME_____DATE OF REFERRAL _____

ADDRESS_____PHONE NO. _____ BIRTHDATE _____

SCHOOL _____ GRADE _____ TEACHER _____

REASON FOR REFERRAL: _____

_____

_____

_____

_____

PRESENT LEVEL OF FUNCTIONING: READING _____ MATH _____

PRIOR STUDIES ON FILE? YES _____ NO _____

SPECIFIC STEPS TAKEN TO HELP PUPIL LEARN _____

_____

_____

_____

_____

_____

_____

PEER AND TEACHER RELATIONSHIPS _____

_____

_____

_____

LANGUAGE:

English Speaking ____ Limited English Speaking ____ Non-English Speaking ____

PARENT CONFERENCES: (Has there been a recent parent conference? Date and results?)_____

_____

_____

_____

_____

_____

This form should be returned to the Guidance Council Coordinator, who will forward it to Administrative Services Office for coordination and scheduling of assessment.

APPENDIX E
OTHER CLASS DESCRIPTIONS

Nancy Cuéllar
Shirley Meyer
Sally Sibley
Simón Unzueta
Refugio Villalpando

Spring 1984

TRANSITIONAL ENGLISH READING PROGRAM DETAILS

Upon entering the school all students are assessed in reading, English, and mathematics. Students are skill-level grouped in these subjects. The bilingual/cross cultural teachers serve as team members for the program. These teachers may have three types of students in each classroom: non-English speakers, limited English speakers and English only speakers. Class size in the bilingual and transitional program is between 18 and 24 students in reading, English and ESL.

The sixth grade staff serves as the initial assessment/placement process team for the junior high. The bilingual team carefully reassesses all second-language students. The sixth grade reading specialist screens all students entering the sixth grade who score below the 36th percentile in reading on the California Achievement Test.

To meet the individual needs of each student, Ocean View Junior High has adopted a diagnostic/prescriptive model for its transitional reading program. Program components include: reading, oral language development, written expression (includes English and spelling), listening skills development, survival skills, and study skills.

All LEP students in the transition stage are assessed upon entering the junior high. Initial testing for English reading includes diagnostic testing for sight vocabulary, word analysis and silent reading skills. The tests used are:

Bell and Howell Simple Sight Phrases	TRG Sight Vocabulary Program / 1974
Cooper-Mcguire Diagnostic Word Analysis Test	Croft, Inc.
Nelson Reading Skills Test	Houghton Mifflin

Students completing Level I (Santillana's "Ant about Town", Level I reader) are given two additional tests: McGuide-Bumpus Diagnostic Reading Comprehension Test: Croft; Secondary English Language Development Text C.

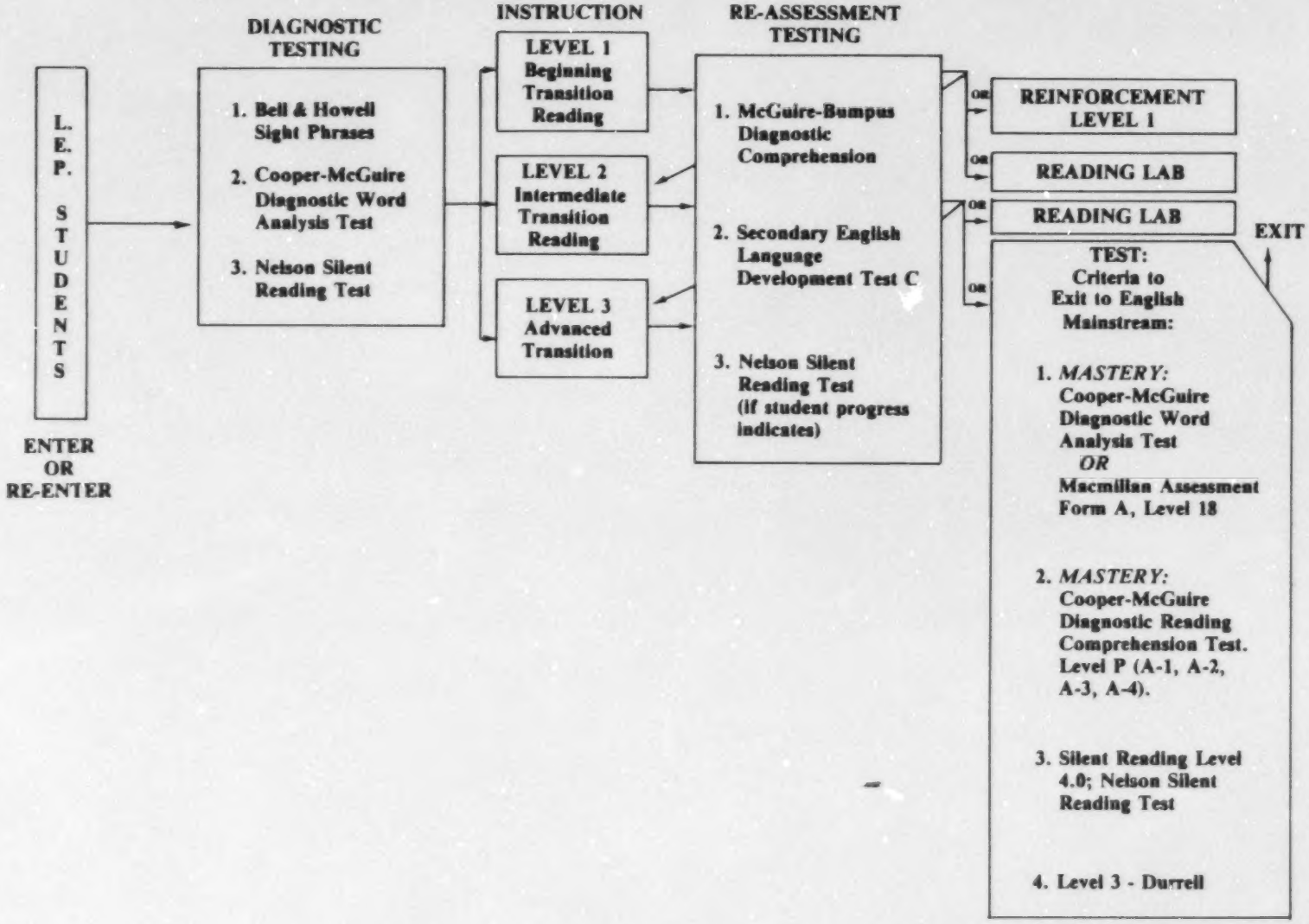
A five-member assessment/placement team composed of three bilingual/cross cultural teachers, a reading specialist, and a counselor oversee placement and monitor each student's progress. The team is responsible for parent contact and student referral to Guidance Council for support services (Reading Lab, Speech, and Language, etc.). The team also determines curriculum and material to be used for each transitional level needed and each reading group within each level.

Once student testing is completed, students are grouped for instruction by specific skills and weaknesses in the following: oral language proficiency, reading readiness, reading level, concept development, auditory discrimination/perception, and auditory processing/listening skills.

There are three transitional reading levels: beginning, intermediate, and advanced. For some students, there may also be a reinforcement level. The reinforcement level is for students who have completed the beginning level but have not made sufficient progress to go on to the intermediate level. Materials used at each level indicate if mastery is being achieved and additional post-testing is minimal.

Exit from transition criteria tests may be completed at the end of each semester. However, students are generally given these exit exams at the end of the year. The exit criteria into English-only classes includes: mastery in the Cooper-McGuire Diagnostic Word Analysis Test or mastery in the Macmillan Assessment Test, Form A, Level 18; mastery in the Cooper-McGuire Diagnostic Reading Comprehension Test, Level P (A-1, A-2, A-3, and A-4); a silent reading level of 4.0 on the Nelson Silent Reading Test; and the Durrell Listening Test, Level 3.

PLACEMENT PROCEDURE


L.E.P. STUDENTS
ENTER OR RE-ENTER
DIAGNOSTIC TESTING
1. Bell & Howell Sight Phrases
2. Cooper-McGuire Diagnostic Word Analysis Test
3. Nelson Silent Reading Test
INSTRUCTION
LEVEL 1 Beginning Transition Reading
LEVEL 2 Intermediate Transition Reading
LEVEL 3 Advanced Transition
RE-ASSESSMENT TESTING
1. McGuire-Bumpus Diagnostic Comprehension
2. Secondary English Language Development Test C
3. Nelson Silent Reading Test (if student progress indicates)
OR
REINFORCEMENT LEVEL 1
READING LAB
READING LAB
EXIT
TEST: Criteria to Exit to English Mainstream:
1. MASTERY: Cooper-McGuire Diagnostic Word Analysis Test OR Macmillan Assessment Form A, Level 18
2. MASTERY: Cooper-McGuire Diagnostic Reading Comprehension Test. Level P (A-1, A-2, A-3, A-4).
3. Silent Reading Level 4.0; Nelson Silent Reading Test
4. Level 3 - Durrell

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SUGGESTED MATERIALS - BEGINNING

Multiple Skills Series (Spanish Edition) Barnell-Loft (independent reading)

1. Language Experience Approach	
2. Total Physical Response	
3. Progressive Picture Composition	Longman Group L&D
4. Composition through Pictures	Longman Group L&D
5. Ant About Town (Books 1-6)	Santillana Publ. Co.
6. Monster Reading Series	Bomar
7. Pictocabulary	Barnell-Loft
8. Necessary Words to Live By	Easy Aide Inc.
9. Pictures that Teach Words	Easy Aide Inc.
10. Conversational Survival Skills	Easy Aide Inc.
11. More Pictures	Easy Aide Inc.
12. Idea Kit (Box 1)	Ballard & Tighe, Inc.
13. Communication Starters	Alemany Press
14. Around Town: Situational Conversational Practice	Longman Group L&D
15. Magic of English	Harper & Row
16. Book of Educational Prescriptions for ESL	Orange County Board of Education
17. Shuck Loves Chirley	Original Am Press
18. Working with Sounds	Barnell-Loft
19. Herr Phonics	Instructional Materials & Equipment Dist.
20. Short Vowel Voyage	The Learning Works
21. Long Vowel Voyage	The Learning Works
22. Word Elements Cards Beg. 2	Barnell-Loft
23. Phonics We Use	The Riverside Publ. Co.
24. Crossword Puzzles for Phonics	Continental Press
25. Lessons in Vowel and Consonant Sounds	Curr. Press
26. Systems 80: Developing Spelling Skills	A.B.E.G.H.
27. Language Master: (1) Bell & Howell Simple Sight Phrases TGR Sight Vocabulary Program / 1974 (2) Teacher-made cards	
28. Tape Recorder: (1) Teacher-made materials (2) Auditory Perception Training	
APT Discrimination	DLM
APT Memory	DLM
29. Frank Schaffer Listening	Frank Schaffer Publ.

30. Super Books	J.B. Lippincott Com.
31. Understanding Questions	Barnell-Loft
32. Write-Alongs	Croft, Inc.
33. See It, Say It	Addison-Wesley Publ. Co.

INTERMEDIATE

1. Language Experience Approach	
2. Progressive Picture Composition	Longman Group L&D
3. Composition through Pictures	Longman Group L&D
4. Ant About Town (Books 7 through 10)	Santillana Publ. Co.
5. Idea Kit (Box 2)	
6. Pictocabulary	Barnell-Loft
7. Specific Skills Series (Picture Level)	Barnell-Loft
8. Understanding Questions	Barnell-Loft
9. Developing Key Concepts in Comprehension	Barnell-Loft
10. Reading for Understanding	S R A
11. Reading Essential English Words (Task Cards)	Learning Time, Inc.
12. Action Reading Program	Scholastic Book Serv.
13. Finding the Facts	Frank Schaffer, Publ.
14. Phonics	Frank Schaffer, Publ.
15. Phonics Workbooks A, B, C (also items 18-34 from Beginning Level)	Modern Curr. Press
16. Dolch Word Lists	Garrard Publishing Co.
17. Frank Schaffer Listening Comprehension	Frank Schaffer Publ.

ADVANCED

1. Basal Readers (Levels 11-19)	Macmillan Reading Series
2. Multiple Skills Series (English)	Barnell-Loft
3. Developing Key Concepts in Comprehension	Barnell-Loft
4. Specific Skills Series	Barnell-Loft
5. Supportive Reading Skills	Barnell-Loft
6. Action Reading Series	Scholastic Book Service
7. Triple Action Reading Program	Scholastic Book Service
8. Real Life Reading Skills	Scholastic Book Service

9. Thrillers & Chillers	Scholastic Book Service
10. Word Power	Scholastic Book Service
11. Wide Word	Scholastic Book Service
12. Practical Vocabulary	Scholastic Book Service
13. Into Studying	Scholastic Book Service
14. Vocabulary Improvement	Scholastic Book Service
15. Reading Effectiveness	Scholastic Book Service
16. Reading for Understanding	Science Research Assoc., Inc.
17. Skillpack Series	Croft, Inc.
18. Study Skills (Book 2, 3)	Allyn & Bacon, Inc.
19. Map Skills for Today	Weekly Reader Series
20. Map Skill Games	Xerox
21. Tables and Graphs	Weekly Reader Series
22. How to Solve Math Word Problems	Weekly Reader Series
23. Be A Better Reader	Prentice-Hall, Inc.
24. Reading: Every Day Survival Skills	Hayes School Publ. Co., Inc.
25. MCP Skill-by Skill Program	Modern Curr. Press
26. Word Analysis Cards	Curr. Press
27. Supplementary Reading (Books 2, 3)	Hayes
28. Finding the Facts (3-6)	Frank Schaffer Publ.
29. Multicultural Spoken Here	Goodyear Publ. Co.
30. Discovering America's People through Language	Goodyear Publ. Co.
31. Reading Skills: English Survival Skills	National Textbook Co.
32. Arts and Library Skills	Goodyear Publ. Co.
33. Tape Recorder: Auditory Perception Training	DLM
34. Tape Recorder: Reading Attainment	Grolier
35. Listening Comprehension Skills	Curr. Press
36. Frank Schaffer Listening Skills	Frank Schaffer Publ.
37. Frank Schaffer Following Directions	Frank Schaffer Publ.
38. Language for Daily Use	Harcourt Brace
39. Modern American English	Regents Publ. Co., Inc.
40. Basic Writing Skills	Frank Schaffer Publ.
41. Learning to Write Paragraphs	Frank Schaffer Publ.
42. Handwriting with Harvey Hippo	Frank Schaffer Publ.
43. Famous People Stories (3 & 4)	Turman Publ. Co.
44. Capitalization & Punctuation	Frank Schaffer Publ.

45. Capitalization & Punctuation	Barnell-Loft
46. Advanced Cursive Writing Drills 4	Hayes
47. Book Report Big Top	Milliken Publ. Co.
48. Language Drills	Hayes
49. Reference Skills	Milliken Publ. Co.
50. Vocabulary Games (3, 4)	National Textbook
51. Easy Vocabulary Games	National Textbook

WRITING — ESL COMPOSITION

52. Controlled Composition for Intermediate & Advance Students	Linc Publ.
53. Controlled Composition for ESL students	Linc Publ.
54. Basic Language Book 1	Harper & Row
55. Spectrum of English Workbook	Glencoe Publ. Co.
56. Growing in English Language Skills	Regents Publ. Co.
57. Error-Free Writing	Scholastic Book Service
58. Growth in Spelling	Laidlaw Brothers
59. Think and Write: Types of Paragraphs	DLM
60. Think and Write: Composition	DLM
61. Language Arts Skillcenter	Random House

SPELLING

62. A Prescriptive Spelling Program	Barnell-Loft (Beginning & Intermediate)
63. Beginning and Intermediate Teacher-Made: Bell & Howell Sight Phrases	Survival Vocabulary, Ant About Town
64. Growth in Spelling	Laidlaw Brothers

Description of Classes Offered in the Program

Reading/English

The Reading/English program at Ocean View Junior High School is designed to meet each individual student's specific needs and abilities. The program extends reading skills for use in all content areas and covers instruction in the following areas:

1. Spelling
2. Reading for Understanding/Detail

3. Grammar (basic phonic skills to parts of speech)
4. Vocabulary Enrichment (sight word vocabulary to literary terminology)
5. Writing skills
6. Speech (Simple speeches to debating)
7. Composition, Writing Paragraph Construction, Journal Writing and Creative Expression.

Mathematics

The Mathematics program is divided into several levels, designed to meet the various achievement levels of the students. These include, in varying degrees, the following areas of study:

1. Basic function of whole numbers
2. Basic function of fractions
3. Basic function of decimals
4. Solving word problems
5. Studies of percentages, ratios, integers, probability, and plane and solid gemoetry.
6. Algebra

Social Studies

The Sixth and Seventh grade Social Studies program is designed to introduce students to a series of area studies of the world with a major emphasis on the economic and political systems of China, Japan, India, and Eastern Europe. The origins and development of western civilization in the Mediterranean and Europe are studied emphasizing their contributions to the culture of the New World. The course includes the development of basic social studies skills, such as map-reading, outlining, evaluating, library research, critical thinking, and reading.

The 8th grade History course is designed to provide students with understanding and appreciation of our American heritage, history, institutions, and ideals. The course covers the political, social, and economic development of the United States with major emphasis on how constitutional government evolved, how land areas and population expansion influenced the nation, and how the United States emerged as a world power. The legislative, executive, and judicial branches are studied. The functions of our national and state governments are given careful consideration, as well as the rights and responsibilities of the individual under our democratic form of government. Aspects of American history covered include: discovery, colonial period, struggle for independence, establishment of a republican form of government, westward movement, Civil War, reconstruction, industrial expansion, foreign relations, the two world wars, Korea, Viet Nam, the United States as a world leader, and the place the United States occupies amongst world powers.

Science

The general Science program is designed to review or reinforce science concepts introduced in the elementary grades, and to orient the student to various fields of science. The courses are based on the interdisiplinary nature of

science and include the following subject matter:

1. Nutrition
2. The Human Body
3. Micro-organisms
4. Drugs
5. The Food Chain
6. Molecules
7. Weather
8. Oceanography
9. Astronomy
10. Electricity

Agriculture

The Agriculture program is designed to acquaint students with the vocational opportunities existing in agriculture and related areas. Skill involvement includes vegetable gardening, livestock handling, and cultural practices related to ornamental plants. 4-H Club activities are offered as curricular enrichment.

Physical Education

The Physical Education program consists of the following activities designed to acquire skills necessary to participate in individual and team sports:

1. Body Conditioning Exercises
2. Jogging
3. Dodgeball
4. Speedball
5. Soccer
6. Kickball
7. Basketball
8. Baseball
9. Gymnastics
10. Dance

Music/Chorus

The Music/Chorus course is designed primarily for students wishing to participate in a performing vocal group. Past experience is not necessary because emphasis is placed on the proper method of voice production and singing. Several concerts are presented throughout the school year and the choir participates in at least one adjudicated musical festival.

Band

Basic musicianship is stressed in the Ocean View Jr. High Band courses. The emphasis is placed on tone production, holding of notes and rests for proper lengths, introduction of phrasing principles, proper methods of attacks and releases, and work on the different dynamics of music. Several concerts are also performed during the school year.

Woodshop

Woodshop is designed for the beginning student interested in developing basic skills and understanding of woodworking processes, with special attention to project planning, shop safety, use of simple hand and machine tools, and techniques of wood finishing. Consumer information is also included.

Home Economics

The Home Economics course includes two main sections. The sewing course provides students opportunities related to basic fundamentals of modern precision sewing. It includes skills needed for pattern selection and clothing construction and is developed by the construction of a simple garment to be worn by the student. The basic cooking course is designed to allow students to experience and practice food selection, preparation and service. Stress is placed on management of time, energy and skills as well as studying personal nutrition needs.

Art

The Art course introduces the student to a number of media and techniques such as drawing, painting, lettering, dimensional design, and craft activities.

Leadership

The Leadership course is designed for students demonstrating leadership ability and wishing to participate in a practical forum for the development of understanding and skills in the democratic process. Learning parliamentary procedures, organizing school activities, conducting these activities democratically, building school morale and performing other services of value to the school are among the activities.

APPENDIX F

PROGRAM REFERENCES
COUNSELING BIBLIOGRAPHY

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ABSTRACT

PROJECT ASSIST: COUNSELING, COMMUNICATION AND INSTRUCTION OCEAN VIEW SCHOOL DISTRICT, VENTURA COUNTY

Nancy Cuéllar
Project Director

The goals of the Ocean View School District exemplary ESEA Title VII Demonstration Project in Bilingual Education are to socialize sixth through eighth grade recent immigrant and other limited English proficient students into the school mainstream and to aid them in passing eighth grade competency tests in basic skills of English reading, writing composition, and mathematics. The project uses a bilingual crosscultural counselor and trained teachers and aides to implement positive intervention strategies by enhancing student self-concept and directing student abilities. An augmented basic transitional bilingual program is also utilized to accomplish its goals. The program consists of two primary components: **Instruction** and **Counseling** supported by two ancilliary components: **Training** and **Evaluation**.

The **Instructional Component** extends the basic bilingual instructional program of ESL instruction and Spanish literacy (primary language instruction) with transitional English reading (one semester), primary language instruction in the content areas and electives (Science, Social Studies, Mathematics, Shop, etc.). Recent immigrants and other LEP children thereby receive adequate instruction to effect a smooth, appropriate transition to the American English language and culture.

The **Counseling Component** is critical to program success. It provides a means for intervention on behalf of the student with school instructional staff, administration, and parents. It also functions as a liaison between the student and the community at large as well as interested agencies and organizations. A best educational program and environment are facilitated and maintained by a bilingual crosscultural counselor. This counselor establishes a context for dialog between students and adults based on ethnographic studies of cultural differences among the client students. Comprehensive student profiles are developed to facilitate educational scheduling and assure successful program patterning. A crosscultural counseling center with its designated counseling area and semi-directed activities provides a comfortable environment for target students. Group and individual counseling as well as cross-age tutoring are also offered by the program.

The **Training Component for Certificated and Classified Staff** supports the efforts of the two main components in the project. Formal training through workshops on methodology, curricula, and individualized informal training are both present in this component. Project developed training modules are used where appropriate. The thrust of this component is acceptance and promotion of the two main project components among instructional staff.

The **Evaluation Component** verifies project efforts, validates project results, and provides a research data base on the client population. The evaluation design includes student pre/post gain differences on standardized achievement tests (California Achievement Tests in English reading, language mechanics, and mathematics, CTBS-Espanol in Spanish reading and mathematics), eighth grade proficiency tests (in English reading, writing composition, and mathematics), and a normed culture-free self concept inventory. Other measures of project success include percentages of children transitioning into English, percentage receiving a diploma at the end of the eighth grade, and increased school attendance. Process data include project monitoring, increases in successful parent contacts, use of career guidance materials, number of project contacts, and LAS (Language Assessment Scale) scores. A variety of survey and case studies conducted by project staff and university faculty feed back into program modification efforts.

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